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HISTORY PERIODICALS

THE WESTERN JOURNAL of EDUCATION

JANUARY, 1930

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OPPORTUNITY

John J. Ingalls

Master of human destinies am I:
Fame, Love, and Fortune on my footsteps wait,
Cities and fields I walk; I penetrate
Deserts and seas remote, and passing by
Hovel and mart and palace, soon or late,
I knock, unbidden, once at every gate.
If sleeping, wake, if feasting, rise before
I turn away; it is the hour of Fate,
And they who follow me reach every state
Mortals desire, and conquer every foe
Save Death; but those who doubt or hesitate,
Condemned to Failure, Penury, and Woe,
See me in vain and uselessly implore;
I answer not, and I return no more.

FEATURES IN THIS ISSUE

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Library News Department ..... *May Dexter Henshall*
About Books, Western School News, Etc.

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SOURCE MATERIAL FOR LINCOLN'S AND WASHINGTON'S BIRTHDAY

ABRAHAM LINCOLN

A LITTLE LOG CABIN on Nolin Creek, Hardin County, Kentucky, was the birthplace of Abraham Lincoln, February 12, 1809, and was the home of the little boy for the first four years of his life. The Lincolns were pioneer settlers and their lives were much like the Indians, for it was necessary to hunt and kill for food and clothes.

When Abraham was seven years old the family moved to Indiana. He was old enough to be of some help to his father in building the new cabin and he learned how to be of use both in the house and out of doors. Two years later his mother died and the little family was left to manage as best it could. Abraham helped his father make his mother's coffin. It was at this time that he wrote his first letter. It was to a preacher asking him to stop when he passed that way and say a prayer over his mother's grave.

A year later Mr. Lincoln married again. The stepmother was kind and pleasant and to her, as well as to his mother, Lincoln always acknowledged a deep debt of gratitude and loyalty for her kindness and encouragement.

Lincoln's early life was spent amidst hardship and toil. He hunted, plowed, chopped down trees, split fence rails, and assisted his father in every way he could.

The nearest school was five miles distant. Altogether, Abraham attended about one year at different intervals. The teacher was competent in teaching reading, writing, and arithmetic. Beyond those subjects there were no lessons. This did not discourage Lincoln. He discovered early the practical uses of knowledge and determined to acquire all he could. A schoolmate writes of him at this time:

"He was always at the head of his class and passed us rapidly in his studies. He lost no time at home and when he was not at work was at his books. He kept up his studies on Sunday and carried his books with him to work, so that he might read when rested from labor."

The books Lincoln's family owned were the Bible, Æsop's Fables, Robinson Crusoe, Pilgrim's Progress. He read these books again and again. They became a part of him. Daylight often served as the first reading hour in his bed in the loft of the cabin, and evening found him by the fireplace reading until the last sparks took the light with them. He read all he could and would think over what he had read, and then would review it aloud so as to improve his expression and vocabulary. When he could get a newspaper he often memorized the political speeches quoted in them.

In 1830, when young Lincoln was twenty-one years of age, the family moved once more. This time, about ten miles from Decatur, Illinois, on the Sangamon River. Young Lincoln helped to build the new house and he split enough rails to build the house and to fence ten acres of ground.

Now that he had become of age, Lincoln wished to go out into the world for himself, and in the autumn of 1830 he set out for New Salem, the nearest settlement, to begin life as a man. He made two voyages to New Orleans and it was on one of these trips that he gained his first terrible impressions of slavery. He visited a slave market one day and saw wives being sold into families where their husbands could not be. He saw little children separated from their mothers. He saw old slaves beaten and mistreated. He could not bear the sight, and turning to his companions he said: "Come away, boys. If ever I get the chance to hit that thing, I'll hit it hard!"

He did get the chance and he hit it so hard a blow that it fell, never to arise again.

Lincoln returned to New Salem after visiting his family who had moved by this time to Goose-Nest Prairie, Illinois. Here he was occupied with a number of affairs. He served in the Black Hawk War as private and captain; he served as postmaster and carried the mail in his hat; he clerked in a store for Mr. Offutt.

Lincoln was greatly liked in New Salem. He was six feet four inches in height and though striking in appearance he was very homely. He was long, lanky, and dark. But his deep-set eyes beamed with kindness and his strong features were stamped with the integrity, honesty, and kindness which he showed in all his dealings. He was so intelligent, sympathetic, witty, and unselfish that when he entered upon a political career these qualities were remembered by his friends.

In 1834, for three consecutive terms, Lincoln was elected to the Legislature. He then decided to study law and in 1837 was admitted to the bar.

Lincoln's name became famous during the Lincoln–Douglas debates. The Kansas–Nebraska Bill which was passed, having been prepared by Stephen A. Douglas, threatened the spread of slavery. Lincoln was especially bitter on the slavery question and became the leader of the opposition in the then Western States. In 1858 both Lincoln and Douglas were running for the United States Senatorship. The question of slavery was the question of the moment. Lincoln made his famous speech at the Republican convention at this time: "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free." Lincoln proved himself superior to his opponent in the seven debates which followed, but he was not elected Senator.

In 1849 Abraham Lincoln was offered the governorship of Oregon Territory by President Taylor, but the offer was refused as Mrs. Lincoln objected to going so far west.

In 1860 the Republican National Convention named Abraham Lincoln for President and he was elected. Lincoln was pledged, as President, not to abolish slavery, but to prevent its spread and to preserve the Union. However, as soon as Lincoln's election was assured, the states began seceding from the Union and by the time of his inauguration, March 4, 1861, seven states had seceded and formed the Confederate government. Lincoln declared that the Union would not attack the seceding states, but that it would "defend, protect, and preserve, if attacked." The Confederates began their bombardment at Fort Sumter in April, 1861, and the Civil War began.

Through this period of trouble and strife, Lincoln struggled to preserve the Union as he had pledged himself to do. He believed that without union there could be liberty for neither side. On January 1, 1863, he issued the Emancipation Proclamation. The slaves were freed. He had "hit it hard," as he had prophesied he would do, when a young man.

Lincoln was elected President for a second term in 1864. In his second inaugural address, his closing lines are famous: "With malice toward none; with charity for all; with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphans—to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations."

The end of Lincoln's life came just six weeks after his inaugural address. It is said that if he had not been murdered it is doubtful if he could have lived through his second term so great was the strain of his responsibility upon him. John Wilkes Booth, an actor, shot the President on the evening of April 14, 1865, when he was attending Ford's Theater in Washington with his wife. Just before the third act there was heard in the theater the muffled sound of a pistol shot. Leaning far from the box came the voice of the President's wife "He has killed the President!" Lincoln died early the next morning without recovering consciousness. His was a plainless death. In that moment he was freed from the sorrows of the earth which he had sought to alleviate, to the priceless peace of eternity. The grief of the people of the nation was overwhelming—"their common manhood had lost a kinsman."

Some Stories of Lincoln

The Damaged Book

WHEN LINCOLN was a boy he once borrowed Weems' "Life of Washington" from a neighbor, Mr. Crawford, who lived several miles away. Lincoln spent many hours reading this book, and one evening he thrust the book in between the log wall at his bedside. It rained during the night and the book was thoroughly soaked. Lincoln had no money to pay for the book, but he walked to Mr. Crawford's farm, told him what had happened, and offered to work for him and make good the damage. He worked for three days and then he owned the water-soaked book. He dried it and treasured it afterwards for many years. It is said that this book laid the foundation of his political education.

How Lincoln Earned His First Dollar

AFTER WORKING HARD all one season, Lincoln decided that he had raised enough produce to take down the river to sell. He built his own little flatboat to carry himself and his barrel or two down the river to market.

One day while down at the shore looking over his finished boat, two men drove up who wished to go on board one of the river steamers. As there were no wharves at that time passengers went out in small boats and were then taken on board the steamer. These men looked over the boats along the shore and decided on Lincoln's boat.

Lincoln, of course, was very glad of the chance to make a little money, thinking that the men would each give him a quarter. As the steamer was about to start, each man put his hand in his pocket and threw on the floor of the little flatboat a silver half-dollar—the first dollar that Abraham Lincoln had ever earned.

Lincoln's Letter to Mrs. Bixby

FOLLOWING is the short letter which Lincoln wrote to Mrs. Bixby of Boston on learning that all of her five sons had been killed in battle in the Civil War!

Executive Mansion, Washington, D. C.,
November 21, 1864.

DEAR MADAM: I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle.

I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering you the consolation that may be found in the thanks of the Republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours, to have laid so costly a sacrifice upon the altar of freedom.

Yours very sincerely and respectfully,
ABRAHAM LINCOLN.

Topics for Compositions

1. Lincoln's Boyhood.
2. How Abraham Lincoln Studied by Himself.
3. How Lincoln Earned the Name of "Honest Abe."
4. Lincolu's Political Career.
5. Slavery During Lincoln's Time.
6. Abraham Lincoln as President.

Words of Lincoln to Memorize

The Union must be preserved.

Killing the dog doesn't cure the bite.

I have one vote and I shall always cast that against wrong as long as I live.

Come what will, I will keep my faith with friend and foe.

I believe this government cannot permanently endure half slave and half free.

Having thus chosen our course, without guile and with pure purpose, let us renew our trust in God and go forward without fear and with manly hearts.

George Washington

GEORGE WASHINGTON, commander in chief of the Colonial armies during the Revolutionary War, the foremost leader in forming the Union, first President of the United States and called the "father of his country," was born at Bridges Creek, Virginia, on February 22, 1732. His father died when he was eleven years old, but his half-brother Lawrence, who was fourteen years older than he, acted as his guardian and was always kind and helpful to him. His mother was always very dear to him. She brought him up to be truthful and obedient.

We do not have much information of Washington's early schooling, but one of his early biographers tells that he was sent to a little school kept by one of his father's tenants, named Hobby, an honest, poor old man, who acted in the double capacity of sexton and schoolmaster.

Lawrence, being the eldest son, inherited the family estate on the Potomac River, which he named Mount Vernon, after Admiral Vernon, under whom he had fought in the British navy. Washington was twenty years old when his brother died and he, in turn, inherited the place.

Washington studied to become a surveyor, and when he was sixteen years old he met, through his brother, Lord Thomas Fairfax, who held large land grants in Virginia beyond the Blue Ridge Mountains. Washington surveyed this western land. Though he was only sixteen years of age he went into the wilderness, directed others, and in three years of hard, exacting labor he made out records so complete and accurate that they were acceptable information upon which to base titles of land.

The next few years of Washington's life were occupied in fighting the Indians and the French. The training served its purpose, for when the Revolutionary War broke out in July, 1775, he had learned ways of managing in the wilderness and of fighting that made him steer a straight course to victory, though the way was hard.

Washington married a widow, Martha Dandridge Custis, and for fifteen years he was occupied at Mount Vernon with the duties of his estate and leading a home life with his wife and her family. He had no children of his own but he was devoted to the Custis children.

Washington was chosen a delegate to the first Continental Congress which was held in 1774. After the battles of Lexington and Concord he was offered the position of commander in chief of the Continental forces. He declared modestly, though in vain, that he had not the capacity for the position. He did not take a penny for his long years of service in the army.

Throughout the Revolutionary War (1775-1783) Washing-

ton proved himself not alone a great soldier, but a brave and kind leader and a great statesman. Not only did he lead in battle, but he wrote many hundreds of letters to men all over the country, rousing their enthusiasm for the good of their land.

Though he had liberated his country by directing the half-starved, poorly clothed patriots in battle, and forced the English to surrender, his greatest work was accomplished in the period of reconstruction after the war. He retired to Mount Vernon, where he hoped to lead a peaceful and quiet life, but his country needed him. He answered the call. He was instrumental in summoning the constitutional convention that met in Philadelphia in May, 1787. He was chosen chairman and for four months he guided the important work which resulted in the banding together of the thirteen colonies under a constitution.

This constitution called for a president. George Washington was chosen first President of the United States, and was inaugurated in New York City, April 30, 1789. For two terms he directed the affairs of the new nation. When he was asked to serve a third term, however, he refused, thus establishing a precedent which has continued to be observed. His farewell address is one of the greatest state papers ever put forth for the guidance of the American people.

Though Washington retired from public life and resumed his pleasant plantation life at Mount Vernon with his family, he always felt a keen interest in his country. He was consulted on all questions of public importance. But his peaceful life did not last long. On December 12, 1799, he contracted acute laryngitis as a result of a long ride on horseback in a snowstorm. Two days later he was dead. In accordance with his wishes, he was buried at Mount Vernon in the little family vault.

So passed one of the greatest men America has known. His courage both on the battlefield and for any cause he thought was right, his industry in all lines of work he undertook to accomplish, his unselfish service to his country, his kindness to his soldiers, his friends, and all humanity, his quickness to forgive, and his great power of direction to see and do the right shall ever hold him a beacon light and inspiration to mankind.

Some of Washington's Own Maxims

LET YOUR CONVERSATION be without malice or envy.

Think before you speak.

Speak no evil of the absent, for it is unjust.

Associate yourself with men of good quality if you esteem your reputation.

If a man does all he can, though he succeeds not well, blame not him that did it.

Labor to keep alive in your breast that little spark of celestial fire called conscience.

I never say anything of a man that I have the smallest scruple of saying to him.

Tributes to Washington

FIRST IN WAR, first in peace, and first in the hearts of his countrymen.—*Henry Lee.*

He had faith in God and in himself.—*Guizot.*

In my idea, General Washington is the greatest man, for I look upon him as the most virtuous.—*Lafayette.*

To add brightness to the sun or glory to the name of Washington is alike impossible. Let none attempt it. In solemn awe pronounce the name and in its naked, deathless splendor leave it shining on.—*Abraham Lincoln.*

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE WEEK OF DECEMBER 16, 1929, saw in Southern California one of the greatest mobilizations of teachers attending teachers' institutes in the history of that section of the state. Twenty-five thousand teachers from Santa Barbara to San Diego and from Santa Monica to El Centro, an area of some forty thousand square miles, were in attendance at five County Institutes and nine City Institutes that culminated in the sessions of the Thirty-sixth Annual Meeting of the California Teachers Association, Southern Section, at Los Angeles, December 18, 19, and 20.

The counties of Imperial, Los Angeles, Riverside, San Diego, Santa Barbara, and the cities of Alhambra, Glendale, Long Beach, Los Angeles, Pasadena, Pomona, Riverside, Santa Barbara, and Santa Monica were those that had pooled their resources with those of the California Teachers Association, Southern Section, in order to supply speakers from far and near to meet the varied needs of a thousand programs.

It was pre-Christmas week, a period of high pressure. Los Angeles City, itself, was never more colorful and joyful. Hollywood Boulevard at night—a long stretch of illuminated Christmas trees. Stores filled with brilliant displays. In downtown Los Angeles at the street corners, turreted cathedral towers at each lamp-post from which by radio came Christmas carols and anthems. Neon lights ablaze. Streets crowded with automobiles. Wilshire Boulevard—building to be the most magnificent street in the world with its new, rising business towers, even now a rival of Michigan Boulevard and Fifth Avenue—was a mass of traffic, day and night. General sessions, section meetings, lectures, breakfasts, luncheons, dinners, all over the town. If education is subject to storm and stress periods, this was one.

IN THE ORGANIZATION of the various programs, and in their success, the coöperation of all was a necessity for those heading up the work. F. L. Thurston, executive-secretary, C. T. A., Southern Section, in routing sixty-seven speakers throughout the Southland, had to have schedules, time-tables, and programs at his finger tips. To Robert A. Thompson, principal, John Burroughs Junior High School, Los Angeles, this year's president of the C. T. A., Southern Section, and to Mr. Thurston, is the credit of seeing that the meeting functioned so admirably. Robert H. Lane, Assistant Superintendent of Schools of Los Angeles, was in charge of the Los Angeles city program which was more than a five-ring circus in events. H. S. Upjohn, Superintendent of Los Angeles County Schools, inaugurated a new institute plan by having six divisions studying definite problems. A. S. Pope, Superintendent of Santa Barbara County; Ada York, Superintendent of San Diego County; H. C. Coe, Superintendent of Imperial County; E. E. Smith, Superintendent of Riverside County, were in charge of their County Institutes. City Superintendents Forrest V. Routt of Alhambra, R. D. White of Glendale, W. L. Stephens of Long Beach, John A. Sexson of Pasadena, Emmett Clark of Pomona, Ira C. Landis of Riverside, Paul E. Stewart of Santa Barbara, and F. F. Martin of Santa Monica, were actively engaged in their own institute sessions.

AMONG THE HUNDREDS of speakers throughout the week of institutes, sixty-seven were listed for main session engagements. Of these, two were from England, seven from the Middle-Western States, ten from the Atlantic Coast, one from Oregon, and forty-seven from California, North and South. From England came Mrs. Beatrice Eusor, editor of the *New Era*, London, and Doctor R. S. Conway, University of Manchester, Manchester, England. The Midwest sent Doctor Charles R. Baskerville, professor of English literature, University of Chicago; Doctor W. H. Barton, associate professor of education, University of Chicago; Doctor Edward C. Elliot, president, Purdue University; Doctor M. F. Guyer, head of department of zoölogy, University of Wisconsin; Doctor L. A. Pechstein, dean, College of Education, University of Cincinnati; John P. Ryan, Grinnell College. From the East Coast were Doctor Fannie W. Dunn, associate professor, Columbia University; Doctor Samuel W. Grafflin, West Side Young Men's Christian Association, New York City; Doctor Henry Gaines Hawn, president, The Hawn School of Speech Arts, New York City; Doctor Everett Dean Martin, director, Peoples Institute, New York; Doctor Lois Coffey Mossman, assistant professor of education, Teachers College, Columbia University; Doctor William B. Munroe, professor of history and government, Harvard University; Doctor Jesse H. Newlon, director, the Lincoln School, Teachers College, Columbia University; Doctor Frederick Rand Rogers, director of health education, State Department of Education, Albany, N. Y.; Doctor Charles K. Taylor, director of Educational Records Bureau, New York City; Doctor John W. Withers, dean, School of Education, New York University.

Oregon's sole representative on the week's program was Doctor J. R. Jewell, dean, School of Vocational Education, Oregon State Agricultural College, Corvallis, Oregon.

Prominent California speakers included Vierling Kersey, Superintendent of Public Instruction of California; Arthur S. Gist, principal, Training School, San Francisco State Teachers College; Vaughn MacCaughey, editor, *Sierra Educational News;* Roy Cloud, executive-secretary, C. T. A.; Doctor Joseph Marr Gwinn, Superintendent, San Francisco Schools, president, C. T. A.; Doctor G. M. Ruch, University of California, Berkeley; Doctor Bruce Gordon Kingsley, Los Angeles; Doctor Tully C. Knowles, president, College of the Pacific; Julian A. McPhee, chief, Bureau of Agriculture Education, Sacramento; Doctor Robert A. Millikan, director, Norman Bridge Laboratory of Physics, California Institute of Technology; Doctor Max Farrand, director, Huntington Library; Doctor John C. Almack, Stanford University; Doctor Walter F. Dexter, president, Whittier College.

Los Angeles County Institute Program

H. S. UPJOHN, Superintendent of Los Angeles County Schools, in the County Institute had provided for a three-point attack. The first day was given to general sessions in Los Angeles; the second and third days were apportioned to six separate district meetings in charge of members of the county educational staff; the fourth and fifth days were attendance at C. T. A. sessions in Los Angeles.

Mr. Upjohn, in setting up two-day sessions in various districts, had in mind the functioning of smaller groups, each joined in the desire of solving some of their own educational problems. The divisions functioned as follows: Institute for rural schools with one to four teachers was held at the Bassett School under the guidance of Melvin Neel and W. J. Cagney, rural supervisor. The kindergarten–primary division, under the direction of Miss Lida C. McCoid, primary supervisor, met at the South Pasadena Junior High School. The theme topic discussed was "Our Primary Curriculum." The division of fourth, fifth, and sixth grade teachers convened under the leadership of Mrs. Lorraine M. Sherer, director of curriculum, Los Angeles County, at the Beverly Vista School, Beverly Hills. The place of social studies in the elementary school program and the modus operandi, particularly in the middle grades, were the bases of the various discussions. The upper grades division under the leadership of U. G. Durfee, Assistant County Superintendent, met in the Irvington School, Huntington Park. Problems pertinent to the key subjects of those grades formed the basis of discussion. The high school and junior college division met at the Whittier Union High School, with A. C. Wheat, Assistant County Superintendent in charge.

At the Beverly Hills District Convention of the fourth, fifth, and sixth grade teachers of Los Angeles County, Mrs. Lor-

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raine M. Sherer had two full days of work. Doctor Lois Coffey Mossman, Teachers College, Columbia University, gave the keynote of the meeting in her address on "The Place of the Social Studies in the Elementary School Program." In the further arrangement of the discussion in section meetings, Mrs. Sherer had teachers develop the various way social studies can be taught in the middle grades as through spontaneous activity, directed activity, or semi-directed activity.

The inclusion of a book exhibit at the Beverly Hills district meeting was an innovation. Mrs. Sherer had various publishing companies exhibit books listed in the Los Angeles County Manual and other books. Publishers contributing to this institute book exhibit were:

American Book Company, Harry L. Kaiser; Ginn & Co., Harry A. Linscott; D. C. Heath & Co., Emery W. Harvey; Houghton Mifflin Company, Ray H. Loomis; Laidlaw Brothers, D. C. Weage; J B. Lippincott Company, Fred W. Bravy; Little, Brown & Co., Rudolph M. Fjeldstadt; Lyons and Carnahan, E. C. Dudley; Macmillan Company, Walter M. Mason; Rand McNally Company, Ralph T. Works; Sanborn & Co., C. W. Roadman; Silver Burdette, John S. Osborne; Scott Foresman Company, Charles F. Scott; Scribners, S. M. Bevis; John C. Winston Company, Don M. Cameron; World Book Company, Fred G. Secrest; Iroquois Publishing Company, H. E. Black; Harr Wagner, W. M. Culp.

Los Angeles City Institute

Into the organization of the Los Angeles City Institute program, Robert H. Lane, Assistant Superintendent of Schools, was given free rein by Frank A. Bouelle, Superintendent of Schools. It has been the province of Mr. Lane to handle the programs for many years, and their gradual change and betterment have come from stressing the best of programs of past years.

From an institute comprised of general sessions held in the downtown section with section meetings here and yon, there has come a unit plan, with six district meetings held in various parts of Los Angeles and vicinity, and lecture series, this year nine in number.

The lecture series comprises five lectures on a set topic given by the same person. For teachers of the classics, English, and history, Doctor R. S. Conway, University of Manchester, Manchester, England, spoke on Virgil. Doctor M. F. Guyer, University of Wisconsin, lectured to the biology teachers. Professor J. P. Ryan, Grinnell College, developed the topic of oral arts. For teachers of social science Doctor N. Wing Mah, University of California, spoke on China, and Doctor Frederick W. Roman discussed continental subjects. English teachers heard Frayne Williams, University of California, extension division, in a discussion of the new drama. For supervisors, department heads, and teachers of physical education, Doctor W. H. Burton, University of California, discussed supervision of physical education. Music was the topic of both Doctor Bruce Gordon Kingsley and Doctor Arnold H. Wagner, University of Southern California. Edgar H. Wileman, University of California, extension division, lectured on furniture to teachers of manual education and household arts. For teachers of geography, E. W. Clark, principal, Venice High School, took his hearers on a trip through Europe.

The six Los Angeles city units were comprised of the Pasadena Unit (held at the California Institute of Technology), the Hollywood Unit, the Wilshire Unit, the Health Unit (under Sven Lokrantz, M. D., director), the Evening School Unit, and the Metropolitan (downtown) Unit.

Robert H. Lane, Assistant Superintendent of Los Angeles City Schools, scheduled one main address at general sessions. Audiences appreciated this fact.

Institute speakers found themselves well scheduled. Speaking engagements ran from five to eleven appearances. Lecturers from Eastern points saw the country at the same time. Mrs.

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Beatrice Eusor, editor of the *New Era,* London, had a characteristic schedule: Monday—a.m. Glendale, p.m. Mayfair Hotel, Los Angeles; Tuesday—a.m. Philharmonic Auditorium, Los Angeles, p.m. Ambassador Hotel, Los Angeles; Tuesday night, 250-mile trip to El Centro; Wednesday—a.m. and p.m., El Centro; Wednesday night, ride back to Los Angeles; Thursday—a.m. Philharmonic Auditorium, p.m. Hotel Biltmore; Thursday evening, University Club; Thursday night, trip to San Diego, 140 miles distant; Friday, a.m. and p.m., San Diego.

ARTHUR S. GIST, principal, Training School, San Francisco State Teachers College, had a progressive schedule: Monday, Santa Barbara; Tuesday, South Pasadena and Los Angeles County; Wednesday, Glendale and Pomona; Thursday, El Centro.

HONORABLE VIERLING KERSEY, Superintendent of Public Instruction of California, at the C. T. A. meeting in Los Angeles spoke on "Fortifying California's Educational Program."

ACTIVITY WORK in vitalizing school procedures was the main theme of many sessions.

DOCTOR SAMUEL W. GRAFFLIN, West Side Young Men's Christian Association, New York City, in his address on "Teaching as a Great Adventure," gave perhaps the most outstanding inspirational speech of the entire week.

DOCTOR JESSE H. NEWLON, director, Lincoln School, Teachers College, Columbia University, was impressive in the getting across of practical ideas for teaching.

EDWARD W. CLARK, principal, Venice High School, in his lecture series on a trip through Europe was considered exceptionally fine.

ARTHUR GOULD, Assistant Superintendent, Los Angeles City Schools, and Lewis W. Smith, Superintendent, Berkeley Schools, have been appointed by Secretary of the Interior, Wilbur, to the Committee of Thirty, who are to conduct a nation-wide survey of Secondary Education in the United States.

FRANK A. HENDERSON, Superintendent of Burbank Schools, was elected president of the C. T. A., Southern Section, at the December business meeting in Los Angeles. Mr. Henderson succeeds Robert A. Thompson, principal of the John Burroughs Junior High School, Los Angeles, this year's president, whose régime ended in one of the greatest meetings in the history of the association. Arthur Gould, Assistant Superintendent, Los Angeles, was elected vice president and Franklin C. Hemphill, Assistant Superintendent, Compton Schools, was elected treasurer.

Mr. Henderson brings to his new office one of the most pleasing personalities in the Southland. Principal of the Orange High School for many years, and for the last two Superintendent of Burbank School. Mr. Henderson has always been active in C. T. A. affairs. The association will go forward under his direction.

AT THE LIBRARY SECTION meeting in Los Angeles, Miss Jasmine Britton, supervisor of elementary school libraries, Los Angeles, spoke on "A Great Moment in a Little Life," which was composed of clever reminiscences of her recent trip to Europe.

MISS ETHEL I. SALISBURY, director, division course of study, Los Angeles city schools, has just issued Bulletin No. 160 on "How to Initiate and Carry on an Activity Program."

M. E. HERRIOT, assistant director of the psychology and educational research division of the Los Angeles city schools, in

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direct charge of secondary curriculum work in Los Angeles, in the December issue of the Los Angeles *Educational Research Bulletin* has a statement of "The Los Angeles Secondary School Curriculum Development Program." A brief analysis is made of the objectives of a curriculum and then specific problems in relation to the present 2 A Course are raised, such as:

Is the diversified nature of our program of studies justified? Is such diversity necessary in order to provide for significant community and individual differences? We find, for example, that in English there are more than fifty recognized titles of courses, that there are more than thirty titles of art courses, and nearly sixty titles of courses in vocational and industrial arts. Similar conditions exist in all fields, there being approximately three hundred and fifty different recognized subjects in our junior and senior high schools. Our lists of "approved basic courses" contain six for junior high schools and twelve for senior high schools. Of the latter schools, some have their own individual additional curricula.

H. S. UPJOHN, Superintendent, Los Angeles county schools, is planning a reorganization of the county course of study for next year. In order to facilitate matters, he has organized a department of curriculum and has appointed Mrs. Lorraine M. Sherer, director of curriculum; the first county curriculum director, we believe, in the United States. It is the business of Mrs. Sherer to prepare material for the County Board of Education for its action after having received from them ideas as to general procedure. The probability is, the new course of study will be developed in units: grades one, two, three; grades four, five, six, and grade seven and grade eight separately. The Los Angeles County Board of Education has already made the following regulations in regard to adoption of books for the new course of study: Books adopted will be assigned to one of the following six classifications, as (a) Books prescribed for use in the hands of every child in the grade list for three years; (b) A permissive list—books that may be used in the hands of every pupil at discretion of teacher—adopted for three years; (c) One book for every four children—listed for three years; (d) One to three books to a classroom—listed for five years; (e) One book to a building—listed for five years; (f) Reference material, encyclopedias, etc., one to a school.

WALTER C. KYNOCH, Superintendent, Marysville grammar schools, has organized a school cafeteria upon a somewhat different plan. The cafeteria is a project of the domestic science class, under the supervision of the domestic science teacher. This class cooks the food, serves it, washes the dishes, accounts for the money and runs the cafeteria so that it is entirely self-supporting.

WALTER M. MASON, last year private secretary to T. C. Morehouse, then Pacific Coast manager for the Macmillan Company, has been assigned Los Angeles city and county for The Macmillan Company. Mr. Mason is a graduate of Washington State University of the year 1927. Macmillans have recently opened in Los Angeles a permanent display office of about four thousand textbook titles.

OROVILLE, on the Feather River in the Sierra foothills, once a great center for placer mining, has turned to olives, oranges, cattle, and tourists. On the Western Pacific, it is awaiting a greater future when the proposed amalgamation with the Great Northern is consummated and Oroville becomes a division point. It is on the Feather River highway, now nearing completion, which will be a through tourist route. Oroville is growing. School children number nearly a thousand. Schools are three in number. They are in charge of Clifton L. Boyle, Superintendent for the last three years. A progressive school program is being developed by Mr. Boyle, whose fourteen years of school

(Continued on page 12)

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

DOCTOR HENRY MORRISON made it very clear that taxpayers are paying for citizenship and for nothing else. We need more and more social studies. We need courses, however, as exacting as mathematics.

WILLARD GIVENS says: "Any increase in the state publication of textbooks would tend to prevent local conditions from being expressed in the schools. Each school unit has conditions which make for certain items to be contained in textbooks, and this cannot be achieved through statewide textbooks."

HELEN HEFFERNAN made a very deep impression during the various conventions last month by her emphasis on the need of improved rural schools.

"The great problem confronting the nation and this commonwealth is the problem of rural education and the equalization of educational opportunities for all children, no matter where they live," Miss Heffernan said. If necessary, the state should set aside a fund for this purpose, and a fund of sufficient size to build a school plant that is safe, sanitary, and educationally serviceable, in the opinion of the speaker.

"It has been said that rural schools of one or two rooms and the same number of teachers are disappearing," Miss Heffernan said, "which is emphatically not true. Fifty-eight per cent of students enrolled in American elementary schools are in rural schools, 64 per cent of the teachers teach in rural schools, 91 per cent of the schools are rural schools of which 161,000 are one-room buildings and 20,000 two rooms; statistics, which do not agree with that false statement," she said.

To create this much-needed fund the speaker suggested that the philosophy of Horace Mann be applied, "to tax property where property exists and spend the money where the children need it."

California is in a position to solve this problem with comparative ease and the teachers should realize the problem and devote their time and influence to aid in the solution, Miss Heffernan declared.

In speaking of social studies the speaker told of the many great changes in this field. A study of the curriculum of social studies in recent years shows the student's desire for an overview perspective of the whole world as a basis for the study of social sciences. The youth of today is moving toward a higher idealism and will change the social order to attain this goal, she said, and the social studies will be the core of the future curriculum.

EDUCATION begins the gentleman, but reading, good company, and reflection must finish him.—*Locke.*

AN HEROIC LEADER

VIERLING KERSEY, State Superintendent of California, has broken out of bounds, and has said some glorious things heroically.

"The young prefer to mould their own life, and serve notice on legislators to mind their own business."

Mr. Kersey thinks the youth are doing their job as satisfactorily as legislators do their job.

He thinks the schools have more to show in their achievements than have the organizations that find fault with them.

He thinks high school students are making quite as good a record in honesty and virtue as are financiers and social leaders.

He insists that fanatical critics of the schools should show as good a record for their children as educators do.

He thinks the critics from the galleries should get down into everyday life and demonstrate their ability to create manhood and womanhood.

Mr. Kersey insists that the percentage of character and culture in the youth of today is higher than it ever was before.

He really makes those who pose as samples of superiority look ridiculous.—*A. E. Winship, Journal of Education.*

MENTAL SLAVERY IN EDUCATION

THE NEW AMERICA in which we find ourselves living today presents new problems for our schools. The flying machine, the automobile, the radio are but physical manifestations of the progress of our modern civilization. The greatest barrier against progress throughout all time has been mental slavery. Columbus encountered it in the popular belief that the seas contained monsters and that there was a jumping-off place somewhere in the western ocean. Medicine encountered it in the popular belief that the plagues of the Middle Ages were direct visitations of providence. Our educational system today is suffering from mental slavery in a belief which has maintained for centuries that there is but one kind of intelligence—abstract intelligence—which makes it possible for the individual to acquire knowledge of the conventional three R's of our schools, languages, mathematics, history, science, the drama, and so on.

This was the thesis presented by Mr. George C. Jensen, Assistant Superintendent of Schools, Sacramento, California, in his address before the Industrial Arts Section of the California Teachers Association at its recent annual meeting in Oakland. "Upon this foundation," he said, "we have built a kind of intellectual aristocracy, which aristocracy through the ages has presumed to choose only its own kind to be educated in our schools, particularly in our advanced schools. But we have also social intelligence upon which the whole modern structure of organization, and very largely business, rests. And we know that American city government is so largely a failure because we have an untrained social intelligence. We still have great stretches of social illiteracy. Our schools can no longer afford to neglect this extremely important phase of education."

In discussing the importance and need of vocational intelligence, and deploring the fact that we have neglected an adjustment to any environment except that of the very narrow field of the three R's, he quoted Doctor Counts of Columbia University as saying: "We may all wish to bring back the highly selected school of yesterday, but industrial society has decreed otherwise."

Mr. Jensen defined education as the process of preparing an individual to adjust himself effectively to his complete environment, and he maintained that this is the great challenge which faces our schools today in their dealings with every child enrolled, no matter from what part of society he may come or what occupation he may be preparing for. Those who believe that educational opportunity should be restricted to the few who are to engage in professional pursuits have not yet rid themselves of the chains of mental slavery in education.—*Editorial review by James Ferguson.*

EDUCATION is the only interest worthy the deep controlling anxiety of the thoughtful man.—*Wendell Phillips.*

LEO B. BAISDEN, Assistant Superintendent in charge of elementary schools, is a recent addition to the Sacramento School Department. He is a University of Washington man with an M.A. degree from that institution and additional graduate work at Stanford.

Leo B. Baisden, Assistant Superintendent in charge of elementary schools.

Mr. Baisden has had a wide experience in the educational field. For a number of years he was an elementary school principal in Seattle, and for three years was principal of the high school at Everett, Wash. He was connected with the Humboldt State Teachers College for three summers and was director of summer sessions in 1927 and 1928. The four years preceding his appointment in Sacramento he was Superintendent of Schools at Longview, Wash. Longview is a new industrial city based largely on the lumber industry. It is located on the Columbia River and has a population of about fifteen thousand people. It was founded with the intention of building a model city and nothing was spared to create a modern and model school system. An excellent opportunity was afforded Mr. Baisden, and he carried out a splendid educational program.

Superintendent Charles C. Hughes brought him to Sacramento to assist in the new plans he has for the Sacramento school system, already known throughout the country for the efficiency and economy of its companion class program.

STATE SUPERINTENDENT VIERLING KERSEY is putting his foot on the brakes. He says: "We should discard the speed complex and take time for friendships, the human movements and contacts that are the stuff of which life is made. Sometimes I think that we're in a mad rush for meaningless, cheap entertainment. Cheap novels, magazines, and films—What kind of a system will result from the digestion or indigestion of that? And yet there is no way to keep children from reading and seeing them; but the child should, from impressions and influence from teachers and parents, have no desire to 'go and do likewise'."

THERE ARE MEN who are men, whose characters are so vital, virile, and outstanding that they leave an impression on every social group they come in contact with. Horace Rebok, editor of that fine quarterly *Secondary Education,* is such a man. Doctor Winship in the *Journal of Education* paid him a fine tribute in a recent issue.

MRS. EVELYN CLEMENT, chief, division of teacher training and certification, writes as follows:

To County, City and District Superintendents of Schools:

Each year there has been more or less trouble caused by the failure of teachers to apply for renewal of their state credentials in time to secure renewal of their county certificates.

To eliminate the difficulty of having applications for renewal accumulate in the state office late in the fall, we are asking your aid in requesting those teachers whose credentials expire on November 30, 1930, to file application for renewal immediately, provided that they have secured five months of successful experience.

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(Continued From Page 9)

work have been in contact with normal school, university, rural schools, and district superintendency.

J. S. DENTON, principal of the Rio Vista Union High School in the delta region of California, has a peculiarly formed high school district. Rio Vista is on the Sacramento River and the high school district runs along the highway sixteen miles north and twenty-two miles south. Busses run up and down the highway to gather the students, 150 in number.

RICHARD A. LEE, principal of the Lincoln High School, Lincoln, California, is starting his fourteenth successful year in his position. This last year, a new shop building was completed at a cost of $10,000. Lincoln High School enrolls 175 students.

GENE FOSTER, Superintendent, North Sacramento schools, is in a fast developing community. There are four schools, thirty-seven teachers, and some eleven hundred pupils. At the North Sacramento School a manual training building and two classrooms are being constructed from regular tax moneys. In the near future there will be a bond issue in order to raise money for an auditorium for this school with a seating capacity of one thousand.

CHARLES C. HUGHES, City Superintendent, Sacramento schools, has inaugurated a course of study revision program for this school year. This work is being immediately supervised by J. R. Overturf, Deputy Superintendent of Schools. Ten thousand dollars have been set aside for this curriculum work. The money is used to pay substitute teachers who relieve teachers on committees. These teachers then devote the whole school day to course of study work.

SUPERINTENDENT CHARLES C. HUGHES of Sacramento has made the Board of Education building the office of all supervising forces and of those bodies affiliated with school matters such as P.-T. A. organizations, etc. This Board of Education building, an old schoolhouse renovated, shows what can be done successfully in achieving a delightful workhouse for the supervision officials.

VIERLING KERSEY, Superintendent of Public Instruction of California, in the December report to the Governor's council, has some very illuminating facts to present about the scope of the California public schools system, the investment in public education, the burdens of cost in local districts, and problems of school finance. The excerpt follows:

Some idea of the scope of the California system of public schools may be conveyed in the following brief statistical summary for the last fiscal year for which such data have been compiled—the school year 1927–28: During this year there were maintained in the state a total of 5652 schools enrolling 1,335,476 pupils and students and manned by an educational staff of 45,433 persons.

The estimated value of all public school property in use during this year was $426,618,031. During the year there was expended for public education a total of $160,576,206.91, of which $37,519,159.68 was invested in capital outlays including land, buildings, and permanent equipment. The total current cost of maintaining schools for the year was $123,057,047.23. The total expense for the current operation of schools represented an expenditure of somewhat less than $93 for each person enrolled in the public schools, while the amounts invested during the year in capital outlays represented an expenditure of $28 for each person enrolled in the schools. The estimated value of all school properties represented a total investment of approximately $320 for each student who was enrolled in the schools during the year.

During the school year 1927–28 the total receipts for public education from all sources amounted to approximately $196,000,000, 62 per cent of which, or $121,000,000, was derived from district taxation; 18 per cent, or approximately $36,000,000, from county taxation; and 20 per cent, or $39,000,000, from all other sources, including appropriations by the state, receipts from the federal government, and donations from private individuals and foundations. Since both district and county taxes are levied upon local real and personal properties, it is seen that 80 per cent of the cost of our public schools is derived from taxes levied upon such property.

The above figures give some indication of the need for thorough-going studies in public school finance which will:

1. Lighten the burden of taxation upon local properties.
2. Provide a greater proportionate share of state support for the public schools.
3. Provide new sources of state revenue for the schools.
4. Equalize the burden of school costs as between counties and districts.

SOCIAL STUDIES, Course of Study for Kindergarten and Grades One, Two, and Three. Published by Long Beach City Schools, Long Beach, Cal. Copyright July, 1929. 428 pages. Price $2.60 net.

SOCIAL STUDIES, Course of Study for Grades Four, Five, and Six. Published by Long Beach City Schools, Long Beach, Cal. Copyright December, 1929. 302 pages. Price $3.50.

The department of curriculum revision of the Long Beach city schools, comprising Emil Lange, director; Maud Wilson Dunn, research assistant; L. Thomas Hopkins, associate professor of education, Teachers College, Columbia University, consultant, has published two social science social study monographs for the first six grades, that are bound to create considerable dicussion in social science circles.

The first monograph published in July, 1929, was "Social Studies," A Course of Study for Kindergarten and Grades One, Two, and Three. Credit for the preparation of this monograph is given to Lucille M. Smith Aldcroft, kindergarten; Frances M. Wyss, first grade; Lyda M. Welch, second grade; Mary Louise Jaeger, third grade; Elga M. Shearer, director of elementary education, general advisor; and Romola M. Adams, editor.

The plan of organization considers grade, general theme, units of work, approximate time of completion in weeks. Each unit is outlined as to subject matter, procedure, materials,

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The second monograph for social studies, published in December, for grades four, five, and six with materials prepared by Romola M. Adams, Edna Kelly Agner, Maud Wilson Dunn, Belle Annard Gray, in organization is a continuation of the plan followed in the first three grades. Content is as follows: (4B) Our Home State; (4A) How the People of Our Continent Earn Their Living; (5B) How the People of Our Continent Earn Their Living; (5A) People in Various Parts of the World Who Help Us; (6B) Europe; The Home of Our Ancestors. Northern and Western Sections; (6A) Europe: The Home of Our Ancestors. Southern and Eastern Sections.

DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan
Chief, Division of Rural Education of the State of California.

Supervision on the Desert

By Mrs. Gladys Potter, *Rural Supervisor, San Bernardino County*

[Editor's Note.—The report of Mrs. Gladys Potter to the division of rural education was so concrete and practical that it is presented to County Superintendents and rural supervisors for its many excellent suggestions concerning effective rural supervision.]

I. Teachers' Meetings

I. A general meeting at Barstow and one at Victorville, for desert teachers only, at the opening of school, September, 1928.

Topics covered:

1. Results of last year in tests and supervisory plan results.
2. General directions and regulations for the year.
3. Three new courses of study—nature, safety, industrial arts —introduced and interpreted.
4. Supervisory plan for the year.
5. New state language book discussed and the plan of the authors, the use of the manuals, the changes necessary in our own course of study, etc.
6. Materials, including tests, distributed.
7. Types of possible combination programs for schools of from five to eight grades shown and explained.
8. Supervisor of health and attendance outlined policies and presented plans and materials to be used.
9. County librarian explained system and policies as well as service available to schools.
10. Conferences with new teachers and those with special problems.

II. A joint meeting with west side of county in afternoon of September 22.

Topics covered:

1. Miss Helen Heffernan, chief, division of rural education, State of California, gave a discussion on oral language and the real purpose of the new state texts.
2. Miss Sue Blasingham talked on the most efficient method of handling the Thorndike arithmetics.

III. A general meeting of all the rural teachers in the county —December.

Topics covered:

1. Music—Miss Josephine Murray, chairman of the music committee to prepare the state music course, explained the plan and arrangement of the course. She talked from the outline which was in the hands of the teachers. She gave demonstration lessons of various types and answered questions.
2. General directions and announcements by both rural supervisors.

IV. A meeting of the teachers of Mexican children in the county—December.

Topics covered:

1. Reports of standing committee and recommendations for means of meeting our increasing Mexican problem. Out of this came the appointment of a course of study committee by Miss Collin.

V. A meeting of the primary teachers in our rural schools—January.

Topics covered:

1. Constructive seat work—A discussion and display of some commercial and a great deal of original seat work that has been used successfully—contributed by teachers and supervisors.

VI. General meeting of teachers in rural schools from third grade through eighth.

Topics covered:

1. A method of handling arithmetic by individual method explained by Mrs. Newman, teacher at Terrace Union School, where the plan had been tried under the guidance of the supervisor. Tests suggested for placement of pupils, methods of handling material and using state text, use of goals in graph form, etc. Much discussion and questions.

VII. Teachers of Mexican children throughout the county—rural and city—May.

Topics covered:

1. Presentation and discussion of proposed special course of study for foreign children which had been prepared by committee appointed at the December meeting.
2. Adoption of this special course of study which is to be mimeographed and in the hands of the teachers in September.
3. Motion to continue this special course of study beyond the second grade was passed, and the same committee, with additional members, to serve.

VIII. An evaluation of these meetings:

1. Inspiration and direct help for work of the year.
2. Understanding of the plans and aims of the supervisors.
3. Contact with other teachers doing similar work.
4. Avoiding of errors and misunderstandings.
5. Gives an opportunity for seeing all the teachers at the opening of the year rather than to wait to visit the school. (For the supervisor.)
6. Feeling of coördination as a county school rather than a district school in an isolated place. (For the teacher.)
7. The Mexican committee, which resulted from the meeting concerning their work, did constant investigating in other counties and in material for ideas and suggestions of the best methods available to incorporate into their course of study, and evolved a special course of study for foreigners to include the first three years.
8. A more concrete and definite notion of the handling of the music manual was gained.
9. An interest in the best type of seat work was instilled and our standard throughout the county was raised. A traveling box of samples and ideas was constantly moving among the primary teachers on the desert side.
10. Some method of handling arithmetic by individual method, correlating the state text with drill material of a type, was taken up in almost every school in the county.

II. Professional Meetings

1. Convention of rural supervisors and County Superintendents at Del Monte.
2. Institute in San Bernardino County.
3. California Teachers Association in Los Angeles.
4. Two meetings of the Rural Supervisors Association, Southern Section.
5. Trustees Convention—San Bernardino County.

Value to me:

a. Contacts.
b. Much practical help.
c. Inspiration and broadening of vision.
d. Familiarity with policies, aims, plans.

III. Supervisory Program

1. Language.
   A. Improvement of oral language ability and language usage.

a. Through explanation of plans and aims.
b. Through understanding and concentration on the new state language texts.
c. Through demonstration lessons.
d. Through a survey test in grades seven and eight—one in September, one in May.
e. Through limiting of efforts in language usage correction to the most common errors as given by charters. These to be distributed in bulletin form to the teachers.
f. Through four check-up tests given at intervals during the year based on these common errors of speech.
g. Through a specified list of commonly mispronounced words given to teachers to be constantly drilled upon and checked against individually.

B. The making of a standard scale for each grade by which oral talks may be measured.
a. Explanation of plan to teachers.
b. Talks for quality and not quantity.
c. Talks criticized and discussed orally.
d. Topics within experience of the child.
e. Talks written after the talk is given.
f. Written talks sent to supervisors, sorted by grades.
g. Committee of three on each grade to rate these papers 1-2-3-4-5.
h. Segregating and rating of papers according to a scale.
i. Scale put in form for use in September, 1929.

2. Music.
A. The adoption of the tentative course of study in music for rural schools:
a. To improve the methods used, ability and results of the teachers.
b. To improve appreciation, understanding, and ability of children.
c. To improve the quality of music taught.
d. To insure a real plan throughout the grades.
e. An explanation and demonstration of the new manual.
f. Stricter requirements and constant encouragement when supervisors visit.
g. Use of pitch pipe in every school—and disuse of piano with children's voices.
h. Elimination of monotones if possible.

3. Nature study.
A. An endeavor to help our teachers to know and understand something of the environment in which they work and lead pupils to understand and appreciate same. There is an especially great need for it on the desert side:
a. By putting into their hands a new and complete course of study.
b. By inspiring them to the possibilities in this subject and its far-reaching effect.
c. By acquainting them with readable books on the subject.
d. By encouraging correlation with oral language.
e. By instigating definite project possible in their district.
f. By encouraging collections of nature study material.
g. By taking classes in nature study during visits.

4. Individual instruction.
A. To extend individual instruction already attempted in spelling and remedial reading to arithmetic.
a. Placement tests.
b. Goaling of work needed and to be accomplished.
c. Child-made tests used as motivated review.
d. Test of teacher at completion of goal.

5. Continuation of last year's plans.
A. Reading comprehension:
a. Tests to be given to all entering children.
b. Diagnosis of difficulties where placement is low.
c. Acceleration of reading for those whose placement is superior.
d. Constant use of constructive seat work that will increase comprehension.
e. Use of reading material adaptable to child, no matter what his grade.
f. A check-up test in reading comprehension to be given for comparative purposes and also for further remedial work on cases needing help, six weeks before school is out in the spring.

B. Spelling:
a. Continuation of individual methods in spelling.
b. Placement tests twice during year in an endeavor to help child with own ability and encourage progress.

Realization of Objectives

1. Very evident consciousness of correct forms in language usage among pupils in classroom and on the grounds and has carried over into community.
2. Consistent improvement in ability to give oral talks and interest in same.
3. Great improvement in results of language diagnostic tests given to seventh and eighth grades—

	Seventh grade	Eighth grade
September	median—7.1 cases 88	median—8.5 cases 92
May	median—9.4 cases 93	median—9.9 cases 104

4. Uniform lowering of errors in check-up tests on usage.
5. Reading comprehension constantly in foreground of teacher's interest. Many individual cases have had remedial work and show great improvement.
6. Music.
a. Much better teaching as a whole.
b. Interest and ability of pupils increased.
c. All equipped with pitch pipes and use them.
d. Majority of monotones very much helped.
e. Quality of tone in groups and individuals improved.
f. A list of known songs posted in our schools.
7. Spelling.
a. Many individual difficulties corrected.
b. Concerted effort to raise standard.
c. Many requests for checks on progress and study of methods.
d. Final check on test results not yet ready.
8. Arithmetic.
a. Many rural schools teaching by individual method and diagnosing of needs is much more efficient.
b. Below-average children given better help.
c. Superior children much benefited.
d. Teachers interested in handling a subject by this method.

(To be Continued)

SPECIAL ARBOR DAY PROGRAM

THE JOURNAL announces that its program for Arbor Day, to be published in the February issue, will be prepared in coöperation with the Save the Redwoods League and will center its interest in the redwoods of California.

The redwood is, of all the trees that spring from our soil, the most closely interwoven with the history of our state and the most widely famed through all the world. Its economic importance on the one hand, and on the other its vast size, its misty antiquity, and its incomparable beauty, suggest the appropriateness of a program devoted to the California redwood.

Such a program, we believe, will be welcomed even in districts of California remote from the actual redwood regions. Because of its intimate association with our state and because of the immediate importance of the problems of redwood preservation and reforestation, it seems worth our while, for one Arbor Day at least, to engage the attention of all the children of California on this tree which is the unique glory of our name.

The program includes an original play. This play has a large number of characters. The parts are short. It can be given by children of different ages, with little scenery or costume. It can also be adapted to use a larger cast, with more elaborate costumes, scenery, and music. The program will offer historical and reference material for the use of teachers or upper classes.

ABOUT BOOKS

The Meaning of Culture, by John Cowper Powys. W. W. Norton & Co., publishers. 275 pages, size 8½ x 6. Price $3. John Cowper Powys, author of "The Meaning of Culture," is well known in California. He lived in Sausalito for several years and was a popular lecturer in San Francisco. His new book is approaching a best seller, especially in California. It really belongs to "books that live." The author divides the book into two parts: Part I, Analysis of Culture; Part II, Application of Culture. In Part I, he treats of culture in philosophy, literature, poetry, painting, and religion; in Part II, happiness, culture, love, nature, art of reading, human relationship, destiny. Each chapter is treated in a diagnostic manner. The author's style is truly a style of his own. He does not need a copyright law to protect him. We doubt if there are any writers who could steal or even imitate his style. They might borrow it, for he has much to lend. The long sentences, the use of unfamiliar words, the avoidance of faded metaphors, does not interfere with a clear understanding of his expression.

Counseling the College Student, by Helen D. Bragdon, Ed. D. Published by Harvard University Press, Cambridge, Mass. Price $2.50. Some of the chapters are as follows: Backgrounds of Counseling Problems—Introduction; Student Counseling Problems and Their Distribution—Places and Conditions in Which They Appear; the Personnel of Problem Solution—Agencies Discovering and Contributing to the Solution of Counseling Problems; Some Comments Upon the Problems and Their Diagnosis.

Elementary laboratory aërodynamics, by Arthur L. Jordan, science department, Polytechnic High School, San Francisco, published by The Roland Press, New York. Price 80 cents. This manual is a new departure in textbook writing. The author had no models, and no source material excepting his own investigation. The book, in its contents therefore, is creative and has a very great value to students and teachers in the upper grades of our technical high schools. Mr. Jordan has achieved a wide reputation as an original teacher in science. This book will greatly add to his reputation. It meets the needs of a new science, and the application of that which is old, in an entirely new field of endeavor. He has given a real service to elementary laboratory aërodynamics.

A Scientific Study in Curriculum Making, for Junior Courses in Business Education, by William L. Connor and A. M. and Lloyd L. Jones. Published by the Gregg Publishing Company.

Gregg Shorthand, anniversary edition. Published by the Gregg Publishing Company. Gregg Shorthand may be learned in from one-third to one-half the time required by the old systems. The records made by its writers prove this beyond all question.

Gregg Shorthand Progressive Exercises, by John Robert Gregg, anniversary edition. Published by the Gregg Publishing Company.

The Music Hour, by Osbourne McConathy, W. Otto Miessner, and Edward Bailey Birge. Published by Silver, Burdett & Co. Price 84 cents. A fourth book.

Busy Carpenters, by James S. Tippett. Published by the World Book Company, Yonkers-on-Hudson, New York. This delightful book is divided into five parts, namely: Part I, Their Tools; Part II, Boxes and Lumber; Part III, The City Building; Part IV, Painting; Part V, City Play. For first and second grade.

Essential Language Habits, by Wallace Werrett Charters, Esther Marshall Cowan, and Annette Betz. Book I, price 76 cents. Book II, price 80 cents. Book III, price 96 cents. Published by Silver, Burdett & Co. A new edition in color.

Modern Typewriting, Habit-Formation Method, by Henry J. Foley. Published by the Globe Book Company. List price $1.80. Class price $1.35.

Jolita of the Jungle, by Alice Fessenden Peterson. Published by Beckley-Cardy Company, Chicago, Ill. Price 80 cents. A thrilling story of the jungle country of Central America, for grades five and six.

Bookkeeping Exercises, by R. G. Smolin. Published by the Globe Book Company, New York. List price 67 cents. Class price 50 cents.

Plane Geometry, by Joseph A. Nyberg, published by the American Book Company, New York. The aims of this text on plane geometry are to present the subject with the proper emphasis on the topics that are interesting to the pupil of today.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

MILTON J. FERGUSON, state librarian, gave a talk on "Libraries in South Africa" at the meeting of the California School Library Association, Northern Section, which met with the library section of the California Teachers Association in Oakland, December 18.

On December 8 the Armijo Union High School at Fairfield was destroyed by fire. Its destruction caused a double loss as the Solano County Free Library was located in this building. The loss was partly covered by insurance. The library has temporary headquarters in the American Legion Hall.

The American Library Association will meet in Los Angeles, June 23 to 28, 1930, with headquarters at the Biltmore Hotel. The last meeting of the A. L. A. in California was in 1915.

Miss Carmelita Duff returned recently from a trip of five months in Europe. Miss Duff was formerly county librarian of Plumas County and later of Butte County.

Miss Henriette G. Thomas, librarian, San Jose High School, spent the summer in Europe visiting France, Switzerland, Italy, Germany, Holland, Belgium, Scotland, and England.

Miss Kara Whitcher, graduate of the University of California School of Librarianship, has returned from Columbia University where she received her Master's Degree. Miss Whitcher was librarian of the Napa Union High School for several years. She is now librarian at Mission High School, San Francisco.

Miss Stella Huntington returned in December from a tour of the eastern states. Although Miss Huntington is not engaged at present in library work she has left an indelible impress in Yolo and Santa Clara counties by her excellent work as county librarian.

Miss Marion Gregory resigned as county librarian of Kings County in December to take effect at a later date. Mrs. Harriet S. Davids, who has had experience as assistant in the county libraries of Santa Cruz, San Benito, and Monterey, has been appointed to fill the vacancy. Her appointment will take effect February 1, 1930.

Miss Marion Gregory, who has been librarian of the Hanford Public Library as well as the Kings County Free Library, has resigned from that position also. Instead of combining the two positions as in the past, the board of trustees has appointed Mrs. C. W. Robinson as librarian of the Hanford Public Library. Mrs. Robinson has been assistant librarian for the past six and a half years.

Miss Edna Holroyd, California State Library School 1916, librarian of the San Mateo County Library, was married December 23 at Monterey to Mr. Raymond Yelland. Her future plans are yet unknown.

Mr. Milton J. Ferguson attended the midwinter meeting of the American Library Association at Chicago, December 30–31. From there he went to Louisiana to give the final inspection to the five-year library project which has been carried on under his direction with Carnegie Corporation funds. The grant from the corporation expires June 30, 1930.

Two Counties Have One County Librarian

MISS MINETTE L. STODDARD, county librarian of Merced and Mariposa counties, has demonstrated most successfully that a well-equipped county library can make it possible for a county with small assessed valuation to have county library service through a contract with the larger county.

The following delightful narrative was written by Miss Stoddard:

Everybody enjoys a birthday and its celebrations, especially the birthday cake. Merced County Library's birthday cake for the fiftieth anniversary of the American Library Association in 1926 was the contract for library service given to Mariposa County. Merced, the natural "Gateway to Yosemite," now opened the gate for book service to Mariposa County, including the Yosemite National Park.

Mariposa without a library in the county wanted books for her boys and girls. The school authorities, the Parent-Teacher Association of Yosemite, and the government organization in the park, with its background of inspiration, carried this message to its board of supervisors. On October 5, 1926, the forty-sixth county library in California was established. Because of conclusive evidence that the people desired county library service in Mariposa County, the board of supervisors gave the library world a thrill by its unparalleled act in cutting the road implement fund five cents in order to provide their people with this book service. With just as broad a vision the Merced board of supervisors was unanimous in its interest and desire to help the neighboring county, Mariposa, give county library service to its residents. What lovely frosting for the birthday cake! This was the second county in the state contracting with another county for library service, as Sierra County contracted with Plumas County in August of the same year, 1926. California library law, with the broad vision behind it, made these library contracts possible, giving to a county with a small assessed valuation the right and privilege to receive library service by contracting with a contiguous county already having county library service.

Although the contract was not signed until the October meeting of the two boards, work actually started in September, extending book service to the schools. Seventeen school districts joined immediately and others followed shortly. The monthly meetings of the teachers in Mariposa County not only proved a great help to the library in starting its service to the schools but also proved a benefit to the teachers in this new service, plus the pleasure of getting acquainted personally. At the beginning of the next school year the rest of the elementary schools joined the county library, making it a 100 per cent unit in service to the elementary schools.

Yosemite was the first branch to be opened in the county, with charming quarters, through the kindness and coöperation of the superintendent of the park and his assistants in the museum. With a sparkling fire in the immense fireplace, sparkling snow outside, the reading-room with its new books for all was a very picturesque room as well as an interesting one the first winter, and has continued in its popularity. Even amid the wonders of this famous valley books are most welcome. The government's representatives were very helpful not only in the beginning but have remained friends of the library. The Parent-Teacher Association of Yosemite not only worked for the organization of the library but took upon itself the responsibility of furnishing a custodian, and this faithful service was given to the community. After Yosemite branch was opened in November, two more community branches were established in December in schools with such attractive locations and names as Wawona and Granite Springs. Mariposa reading-room was not opened until January, 1927, in an old church building, used during the World War as the Red Cross headquarters. Through the kind coöperation of the chamber of commerce this room was made available for the library, with the chairs, tables, even the first shelving presented, and with the rent, heat, and light expenses carried along by this generous body, showing the interest taken in the new undertaking. The old choir bench, turned about, faced with Mother Goose posters, made a very unique juvenile table. This room also houses the interesting mineral exhibit of the county chamber of commerce. In Mariposa the board of supervisors still meets in the same room in the old historic courthouse, built in 1854. Near here was General Frémont's old home. How interesting it is to turn the pages of the book of library history in this state backward and find that the books generously donated to the state library for a beginning in 1850 were one hundred books General Frémont brought to California. General Frémont gave to his wife as a wedding present a beautiful square piano with a rosewood case and pearl keys, which came around the Horn. It now adds a bit of historical color and charm to the school department of the Merced County Library.

In every place the reception accorded the movement was most gratifying, and the first letters that poured into the central office made the longer days necessary at headquarters brighter, and oh, how worth while! One woman, the first year, trudged with her child on a donkey, nine miles over the mountains to her post office to get her library books. Another mother, alone responsible for her five children, said she often cried herself to sleep because she had no reading material, not even a newspaper for her growing children, and now the library had restored her faith in dreams and hopes. One branch the first year opened Sunday afternoons for the convenience of its borrowers, and a supervisor going up that way watched the people climb on foot the long hill in the hot sun just for books and said that was payment enough for his share in granting this service. At the end of the first year there were twenty-eight distributing points, four community, two with reading-rooms, and twenty-four school branches. The residents of the county were also served through branches and the central office of the Merced County Library plus individual loans. During the eight months 326 shipments were sent recording 3514 total items and 94 shipments were returned for exchange. The librarian made twenty-six visits to branches and twenty were made to home office by the custodians. The first circulation figures were interesting, giving the juvenile the lead with 3578, fiction 3455, non-fiction 401, and magazines 41, totaling 7475. The first eight months 2162 special request books were sent out, with 41 borrowed from the state library. Mariposa

County Free Library owned 1367 volumes, 330 added by gift, at this time.

The next year three more community branches were established and five more schools joined; one district, however, was suspended, so the total in June, 1928, was seven community branches, twenty-eight school branches, thirty-five total. There were 650 shipments made recording 6593 total items, and the circulation jumped to 14,312. There was a marked increase in the use of the library for reference purposes and 1451 books were added to the Mariposa County book collection the second year. At the close of the last fiscal year, June, 1929, the staff at central office in Merced, serving the two counties, made 2396 shipments (not counting those returned and checked off) to 116 distributing centers, recording 40,424 total items handled, pleasing the patrons with 14,801 special requests filled, and 650 of these borrowed from the state library, which always proves to be ready to serve, and so willingly and faithfully, too. Mariposa County at the end of this period had 4164 volumes in her collection, and Merced County Library's volumes totaled 124,126 with a total circulation of 242,029, while Mariposa reached 16,577 this past year.

In May, 1927, Merced and Mariposa counties had the honor of entertaining an English county librarian touring the United States, surveying the library field work. Miss Overbury, county librarian of West Riding of Yorkshire visited our branch libraries for three days studying the California library system as worked out in both counties. She was delighted with the service given to the different communities, surprised by the hours of service the branches were opened to the public, admired the reading-rooms available throughout the counties, and was amazed at the distances between the distributing points served from one central office.

The contract states the amount of money paid over to Merced County for service, which makes possible another assistant in central office. It takes care of the small salaries of the custodians and other regular maintenance expenses. Also out of this fund a nucleus of a growing library is being built up for Mariposa County, books added each year to her own collection. Of course, it is more work for everybody, but the staff smile genially because it is a worth-while service, especially when a New Year greeting reads: "Please remember when you're almost too busy that Merced County is a brighter, happier spot to dwell in, that we live more fully, because of your work." Our strenuous former president, Theodore Roosevelt, who will be always remembered for his love of the out-of-doors, said, "The strengthening of country life is the strengthening of the nation," and that is the thought back of our service: to open the doors to a good kind of life in the country, to make families live a happier, richer life in Merced and Mariposa counties. And we are happy, too, to fill the wonderful requests which come in from the mountain county. In one letter from a Mariposa branch the following requests were found: Durant—"Mansions of Philosophy"; Robinson—"Cavender's House"; Hackett—"Henry the Eighth"; Lippman—"Preface to Morals"; Bowers —"The Tragic Era"; "Care of Infants"; "Painting of Furniture"; "Stars and Their Locations"; "A book on Rosa Bonheur"; "Field of Honor" by Byrne; and "Homeplace" by Chapman. Not to be shadowed, in one letter from a Merced branch tumbled out the following: "Book on photography, developing, etc."; "book on lettering"; "Red Cross or Y. M. C. A. book on swimming and life saving"; "book on chord harmony, transposing, etc."; Koehler—"Mentality of Apes"; Furman—"Observations on the Mentality of Chimpanzees and Orang-utans"; "Boy Scout Handbook"; Brown—"Second Guess"; Bromfield—"Green Bay Tree"; Younghusband—"Coming Country"; and Morley—"Haunted Bookshop."

As the broad pathway of the New Year opens wide before us, the branches of the Merced and Mariposa county free libraries are striving to show always welcoming thresholdes, smiling and courageous doorways set open wide, cheerfully inviting all friends to enter, and promising beyond, pleasant vistas of hidden joys. Our good friend Rudyard Kipling has said, "And when interest in one's neighbor . . . and understanding of his surroundings are waked and can be gratified in thousands of hearts, they make for tolerance, good will, and so peace, and that is to the good." The mountains of Mariposa County bring to the plains of Merced County inspiration from their immensities and mightinesses; and the lowlands give to these heights enthusiasm to build a more loyal service to the library fellowmen; together they speak faith in county library service in California.

EMINENT GEOGRAPHER RECEIVES HONORARY DEGREE

Once every twenty-five years Columbia University celebrates a quarter century of growth and influence. At these times certain honorary degrees are conferred upon those members of its faculty who have "during the past quarter century contributed by their academic devotion, their scholarship, and their research to the fame and influence of the university."

This year degrees were conferred upon about one member in forty of the staff. Among those so honored was Doctor J. Russell Smith, professor of economic geography, who was awarded the degree of Doctor of Science (Sc.D.). In this instance the prophet is not without honor in his own country.

Doctor Smith is well and favorably known to thousands of educators through his various geography texts, his magazine articles, and his numerous platform appearances.

That this is apparently the first time that this degree has been conferred upon an economic or human geographer by Columbia or any other American university adds still more to the honor of the award.

ABOUT BOOKS

Singing Time, a Book of Songs for Little Children, by Satis N. Coleman and Alice G. Thorn. Price $2.50. Published by the John Day Company, New York. This collection of songs for very young children is offered to teachers of kindergarten and nursery school, as well as to mothers at home, in the hope that it may help to meet what has seemed to be a real need—songs suited to the very youngest singers.

Ancient and Medieval History, by Carlton J. H. Hayes and Parker Thomas Moon. Published by the Macmillan Company, New York. Price $2. This volume has been written as a textbook for high school courses in ancient and medieval, or in ancient, medieval, and early modern history. It conforms to the specifications set forth for such courses in the more progressive and up-to-date syllabuses of state and local educational authorities, and it incorporates the suggestions which the authors have welcomed from a number of high school teachers. The volume is very generously provided with illustrations, colored plates, maps, time charts, questions for review, topical references for further study, and select bibliographies.

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WESTERN SCHOOL NEWS

THE NEW SCHOOL administration building of the city of Oakland is a credit to California. Superintendent Givens and his able assistants are doing an outstanding service for the taxpayers, the 55,000 children, and the 1850 teachers. The administration building is a fine example of economic considerations. It cost only $290,000. In these days of wide expenditures, it is remarkable that Oakland got so much for so little.

SUPERINTENDENT PAUL STEWART of Santa Barbara secured eight acres for a new school in the growing section of Santa Barbara. School superintendents and school boards in securing ample school grounds contribute a splendid service to the future.

SUPERINTENDENT CHARLES C. HUGHES has been reëlected City Superintendent of Sacramento at an increased salary. He has served the city faithfully and deserves his continued success and the appreciation of the taxpayers, children, and teachers. He had the vision to see the future needs of the system and secured large and attractive school grounds. He bought by the acre and not by the foot, and in the years to come the people will continue to appreciate his foresight. The school people also appreciate his loyalty to high ideals in selecting such a man as George C. Jensen as an assistant, and to retain such an efficient and experienced worker as Mrs. Minnie O'Neill.

KARL F. ADAMS, the well-known City Superintendent of Santa Cruz, died December 28 from a heart attack. He made a splendid record, and his sudden passing at the age of forty-six is greatly regretted. He served the people of Santa Cruz efficiently for seven years. He was a graduate of Hamilton College, New York, and came to California from Seattle seven years ago.

THE BOARD OF EDUCATION of Berkeley has given Superintendent Lewis B. Smith supervision of a teachers' traveling fund.

SUPERINTENDENT THOMAS R. COLE, who has served Seattle faithfully for nineteen years, has resigned. "Teachers' Unions" are stated as the cause of his resigning.

THE CITY OF PALO ALTO, A. C. Barker, Superintendent, will vote on February 8 for a bond issue for new schools, amounting to $300,000.

THE BOARD OF EDUCATION of Oakland will replace the Frémont High School, recently destroyed by fire, with a structure costing $1,500,000.

THE CONFERENCE of state superintendents and others in Washington, D. C., December 10 was presided over by Doctor William John Cooper. Doctor Ray Lyman Wilbur, Secretary of the Interior, warned the superintendents of over-organization, and of the need of teaching more biology.

JOHN D. SWEENEY, Superintendent of Red Bluff Schools, continues his interest in historical subjects and landmarks. Mrs. John Brown, whose husband was John Brown of Harper's Ferry, "whose soul goes marching on," lived at one time in Tehama County. Her house was erected and donated by the citizens. The adobe home of the pioneer, William Ide of Bear Flag fame, is still standing near the town of Vina.

THE CORCORAN *Journal*, B. F. Brown, editor, of recent date contributed a series of most excellent editorials on school questions.

JOHN R. NICHOLS, son of Walter H. Nichols of Palo Alto, the noted author of boys' books, has been elected principal of the Frémont High School of Mountain View. He succeeds Verne Hall.

SUPERINTENDENT A. C. BARKER of Palo Alto was recently the guest of honor of the Sequoia Club, San Francisco, and gave observations on his recent educational trip to Germany.

THOMAS B. PRICE resigned as superintendent of Mariposa County and has accepted a position with C. F. Weber & Co. Mr. Price had the good will of all who came in contact with him, and had served seven years successfully. Mrs. Lottie E. Wagener, formerly of Livermore and San Francisco, succeeds Mr. Price. She is a successful teacher, a writer, and a great community worker.

SUPERINTENDENT A. W. RAY of Mill Valley and Sausalito is getting a lot of publicity in his campaign for more money for the elementary schools through state aid.

SUPERINTENDENT NEWTON and David Rhys Jones, supervisor of Siskiyou County, engineered a unique manual education project recently. The citizens and children in Tule Lake section erected their own schoolhouse.

MRS. ROSE B. STOLZ, an outstanding member of the Teachers Association of San Francisco, the efficient principal of the Parkside School, and for forty-three years a member of the San Francisco School Department, passed away recently. She was loved by many and respected by all.

THE FIFTY-SECOND annual conference of the American Library Association will be held in Los Angeles, Cal., June 23–28, 1930. Headquarters will be at the Biltmore Hotel.

SUPERINTENDENT VIERLING KERSEY knows how. His "Greeting" and his "Season's Greetings" are models of their kind. There is a warm clasp of the hand, a warm heart, and a friendly mind between lines of type.

THE C. T. A. BAY SECTION, W. H. Hanlon, president, put across a very efficient program December 16, 17, 18, 1929. The outstanding speaker was W. H. Kilpatrick of Columbia University. Other speakers who "got across" were Henry C. Morrison of the University of Chicago and Frederick Woellner of the University of California at Los Angeles. The local people who were especially popular as speakers were T. W. McQuarrie, Helen Heffernan, Doctor David Barrows, George C. Jensen, Rabbi Newman, W. G. Paden, Willard Givens, Vierling Kersey.

The schoolmasters' banquet was an interest-

PINOCCHIO ARRIVES IN WASHINGTON

Adele Allen Oliver, principal Central School, Hoquiam, Wash., writes for the Washington Educational Journal concerning Angelo Patri's "Pinocchio in America," published by Ginn & Co., as follows:

Mr. Patri's child psychology has surely stood him in good stead in this work. As an experiment, I had this book read to a fifth grade. The enclosed reviews selected from the class work show how the book appeals to children. In a book written for children the child's point of view is what counts; therefore I submit their conclusions rather than mine.

Georgiana Dole, Nov. 12, 1929
Central School 5B

PINOCCHIO

"I liked Pinocchio very, very much because it was so interesting to hear how a little marionette could act just like real people. I would like to read more books about him because they must be so interesting and adventurous. I like the part where the little marionette fell head first into a barrel of lard.

"I think all the pupils, including myself, liked the book 'Pinocchio in America.'

"It was so funny that I laughed nearly all the time, but then there were parts where it was a little teeny bit sad, though not very many of them.

"It would be hard to decide which book of Pinocchio I liked the best, they were all so interesting.

"I wish Pinocchio was a real true marionette and that he belonged to me. Though if that were true I would not want to go to the marionette shows so I guess it's just as well for Pinocchio to stay just as he is, a little marionette in the book 'Pinocchio Visits America'."

* * *

Myrtle McCasgar Nov. 12, 1929
Central School 5B

PINOCCHIO

"There are many reasons why I like the story of the little wooden-headed marionette. In every one of the chapters it seemed to be interesting, exciting and adventurous. I liked the part when he left school and made speeches about himself. There are still other parts such as when he had to sweep the deck of a ship which he had never done before. The time he set the table was funny too. Pinocchio was almost always doing what he shouldn't be doing. I don't think I have ever read such a comical as well as interesting book. I don't think he really meant to be a thief but some of the things he stole must have looked awfully good. He never seemed to do his school work like he should have done. The watchful rooster must have frightened poor Pinocchio too much to be able to do his work. How he must have felt when he was put upside down in the big policeman's pocket."

ing event. W. C. Nolan of San Francisco was toastmaster. There were 435 men present.

Miss Mabel Ellis of the Frank McCoppin School, San Francisco, was elected president of the C. T. A., Bay Section, and John R. Williams of Stockton vice president for 1930.

The exhibit of school textbooks, materials, and apparatus, under the direction of J. W. Spangler of the Sierra *Educational News*, was a very popular adjunct to the meeting.

Roy Cloud has arranged for a special car for delegates to the N. E. A. at Atlantic City next month. The good fellowship of Californians at these big conventions is proverbial.

The C. T. A., Coast Section, met at Monterey December 16, 17, 18, and 19. Robert L. Bird of San Luis Obispo was elected president. There was a fine array of speakers, a large majority of whom were from local educational institutions. There was a reception at Hotel Del Monte and the teachers were all interested in the very practical program.

Arthur H. Chamberlain, editor *Overland Monthly*, author and lecturer, accompanied the California Press Association to Mexico City.

The Visitacion Valley School in San Francisco has developed a very interesting science museum during the last year under the direction of Miss Martha Koegel, the science teacher.

The children have collected all kinds of objects representing every phase of child interest in nature study and science.

A room was given to the children for the purpose, and they arranged the exhibit themselves, working much of the time in groups. They were so interested that they could be left entirely alone. They catalogued each object that came in and wrote a description of it.

Miss Mary Nolan, the principal, feels that the careful way in which the children handled the objects for which they alone were responsible, and the desire for accuracy they showed in writing up their descriptions, made this an especially worth-while project.

COLUMBIA GRAND OPERA COMPANY

The Columbia Grand Opera Company is giving an unusual opera season at the Columbia Theater, San Francisco. The company has won its way into the favor of San Francisco audiences. The management of the Columbia Theater is giving the public splendid service in furnishing such fine performances at popular prices.

The week of January 20, the following operas will be given: Monday, "Andrea Chenier"; Tuesday, "Lucia di Lammermoor"; Wednesday, "Cavalleria Rusticana" and "I Pagliacci"; Thursday, "Il Barbiere di Siviglia"; Friday, "Faust"; Saturday matinée, "Rigoletto"; Saturday, "La Forza del Destino." Evening prices, $3 to $1; matinée prices, $2 to $1.

The theater-going public is greatly interested in the opening of the new theater on the site of the old Orpheum Theater, under the auspices of J. J. Gottlob, Ralph Pincus, and A. L. Erlanger. The teachers who love the poetry of A. A. Milne will be interested to know that Milne's play, a great success in New York, will be the opening play.

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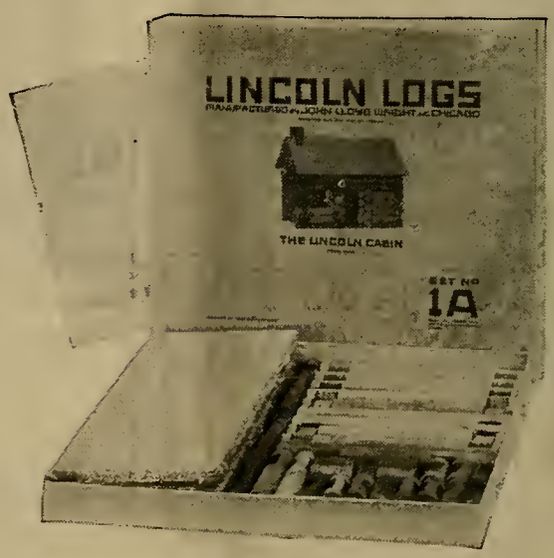

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VOL. XXXVI. No. 2 SAN FRANCISCO, FEBRUARY, 1930 PRICE, 15 CENTS

THE REDWOOD TREES OF CALIFORNIA

A PROGRAM FOR ARBOR DAY

Prepared with the coöperation of the Save the Redwoods League.

"May God preserve these Redwoods to our land,
The splendid symbols of His great design,
Which to these Western shores, alone, are granted.
Sacred they are, born in some distant past
Too far away for men to rightly know,
The oldest living things that breathe His Spirit,
A link between the Father and His sons.
Great wars are waged, treaties are made and broken,
A hundred generations live and die
While straight and strong the giant Redwoods grow."
—Garnet Holme, from "Ersa of the Red Trees."

THE REDWOOD TREE is, among all our forest growths, the unique and outstanding glory of California. It grows nowhere else on earth today. It is the oldest tree on earth, and the largest. Its groves are incomparably beautiful, but their very existence is menaced, and it is only by an aroused public sentiment that we can hope to save even a remnant of the once great redwood forests. So it seems appropriate that the schools of the state should dedicate one Arbor Day program to the redwood, the tree which is above all others most closely associated with the history and the fame of California.

Program for Junior or Senior High Schools

Pupils of these grades could, with profit, make a class study of the redwood in its different aspects through the use of the material and the references which follow. The drama, "Trial of the Woodsman," is adapted to performance by pupils of this age. The study of this drama should be enriched by project work along the lines indicated in the list of references.

Program for Elementary Schools

We are indebted to Miss Jessie Casebolt, head of the department of dramatics at the San Francisco State Teachers College, for valuable suggestions regarding the use of this material with younger pupils.

Miss Casebolt believes that special anniversary programs, of which Arbor Day is one, should not, for young children, be formal, memorized presentations. It is more useful to the child if these anniversaries can be observed by class activities, centered around the theme of the day; these activities to be followed by dramatic expression arising from the children themselves.

For example, by the use of the materials given below, the teacher could give the children, or they could acquire for themselves, information regarding the usefulness, beauty, and historic importance of the redwood groves, so that they would readily grasp the dramatic problem of the impending destruction of these groves. That is, the children would have the experience of finding out what redwood trees are, what they mean to our state, how they are in danger, and what we ought to do about it. Out of this experience some dramatic expression may voluntarily arise from the children without very much definite suggestion. However, the teacher may, if she chooses, use the drama presented here, "The Trial of the Woodsman." After the children are informed about the redwood, and are interested and concerned about its fate, she might tell them, in her own words, the story of this drama. Then, using as a guide the outline of the plot as given below, the children could be encouraged to create the drama in their own language, informal and spontaneous. It is better not to read the complete play to the children, as they may attempt to remember and to reproduce the language they have heard, so defeating the object of the teacher to encourage creative expression. Selected passages may be read aloud from the play to give the children an idea of its general tone.

Miss Casebolt appreciates the value to children of memorizing passages of well-written English. But she feels that it is the children of the upper grades who gain most from this enrichment of language and imagination through formal dramatics. Younger children profit most from the free use of those play, or spontaneous, dramatic impulses which are characteristic of the elementary school age.

Description of the Sequoias

There are two species of redwood trees in California. The Sequoia gigantea is found only in the Sierra Mountains, in the southerly portion. They grow in more or less isolated groves. Some of the trees now standing are estimated to have been living 8000 years. The Grizzly Giant in the Mariposa Grove is 104 feet in circumference and 224 feet high.

The redwood of the Coast Mountains is called the sempervirens. It, too, grows in isolated groves, but it also grows in extensive forests. It was found more or less continuously from Monterey to the southern portion of Oregon. The greater part of the remaining redwood area is in Humboldt and Del Norte counties. The sempervirens is not quite so large in circumference as the gigantea, but it is taller and more symmetrical. Estimates of the age of standing redwoods place some of them as far back as 525 B. C. The average age of trees in a mature forest is five hundred to fifteen hundred years. The trunks rise straight and clear for about two-thirds of their height. The bark is red. The top branches out into a fernlike foliage, through which the sun filters in golden bands.

The Sequoias are the only living survivors of pre-glacial times. In the Miocene and Mesozoic ages the Sequoias covered the greater part of Europe and North America. In forests that must have exactly resembled those in California today roamed the dinotherium, the dinosaur, and the cave man.

Not only is the genus the oldest on earth, and the only survival of the pre-glacial epochs, but the actual trees standing today are the oldest living things on earth. Trees that the lumberman destroys to make stakes and railroad ties were young when Christ lived in Palestine. Sequoias of the Sierras go back, as living things, beyond the dim beginnings of history. It is incredible that the people of California should indifferently permit these groves, so ancient and so beautiful, to be destroyed.

How can we prevent this destruction? Many years ago individual men or companies bought from the United States government the lands on which these forests grew. We cannot expect the owners of valuable timber to give up their wealth

because the world has awakened at last to the beauty and the interest of these groves. The national government has protected practically all that remains of the Sierra forests, including the groves of Sequoia gigantea. A few groves of the coast redwoods have been purchased from the lumber companies by individuals, associations, and the State of California, but ***only 2 per cent of the surviving redwoods are at present assured of protection.*** The lumber companies are rapidly destroying the finest of the remaining stand. What can be done?

The Save the Redwoods League is an association formed for the purpose of leadership in an effort to accomplish all that is possible toward saving for our children and for posterity a remnant of the redwood forest. Its aim is to raise funds for the purchase of tracts now owned by the lumber companies and to influence legislation in favor of the creation of state parks in the redwood forests. We can individually share in this work by informing ourselves of the program of the league and by supporting it by our membership. Full information regarding the accomplishments and the program of the league will be sent gladly upon request to the secretary, Mr. Newton D. Drury, 220 California Hall, University of California.

Another interesting feature of redwood preservation is the work of reforestation. While the ancient mighty redwoods can never be replaced, it has been found that with skill and care the terrible desolation of timbered areas can be repaired rather rapidly by the growth of young trees from suckers and seedlings. Nurseries have been established at Scotia, Humboldt County, where seeds are collected and sprouted. After a year's growth in the nursery they are set out in the deforested areas and are given adequate protection. Such second growth will, within a few years, contribute considerable beauty to the scarred deforested regions, and in time will produce merchantable timber. But the stately beauty of the virgin forest can never come again.

Bibliography and Project Material

SOURCE MATERIAL for Conservation Bird and Arbor Day. Bulletin 2-G, 1927, State Department of Education. Page 23, "Long Live King Sequoia." Good description of the sempervirens, of lumbering operations, and reforestation. Page 32, same bulletin, "Tree Memorials," J. D. Grant. Description of some of the memorial groves and of this plan for redwood preservation.

"California Redwood Park," 1912, State Printing Office. A compilation of splendid articles, scientific and descriptive, on the coast redwoods. Poems.

"Unto the Children; a Story of the Redwoods," Austin Hall. Published by Sempervirens Club, San Jose. Story of two children who grew up in the redwoods.

"Last Stand of the Giants," Samuel Blythe, *Saturday Evening Post,* December 6, 1919. Excellent popular article describing the redwoods and the problems of their preservation.

"Ersa of the Redwoods," a pageant, Garnet Holme.

"Triumph of Bohemia," Volume I, Bohemian Grove Plays. The theme of this play also is the problem of the impending destruction and the need of preservation of the redwood groves. Many beautiful passages describe the redwoods. Several short, complete poems on the redwoods are included in "California Redwood Park," listed above.

Walt Whitman, "Song of the Redwood Tree."

Pamphlets and pictures descriptive of the redwoods in their different phases of interest will be sent on application to the following agencies: The Save the Redwoods League, Room 220, California Hall, University of California. Especially their pamphlets for 1924–25 and 1925–26; Humboldt Redwood Reforestation Association, Samoa, Humboldt County; California Redwood Association, Department X, 711 New Call Building, San Francisco; Redwood Empire Association, 68 Post Street, San Francisco.

Chambers of commerce of the following county seats have leaflets containing pictures and descriptions of the groves within their areas: Crescent City, Eureka, Visalia, Mariposa, San Andreas, Sonora. School supervisors of these counties will coöperate in this program by helping the children of regions at a distance from the redwood areas to get in touch with children in schools near the redwoods, who could send boughs of the trees, cones, bark, etc., for use in the play or for study, to children in the valley schools. Similarly supervisors and chambers of commerce in Kern or Tulare counties would coöperate to provide materials about tule land drainage and the eucalyptus trees, Orange or Los Angeles counties for the story of the orange tree and for boughs of the tree, and Riverside County for the date palm.

THE TRIAL OF THE WOODSMAN

By IRMAGARDE RICHARDS

OUTLINE OF THE PLOT

[Twenty-one speaking parts, seven silent parts, chorus of young children.]

SCENE I: The accusation.

California, Spirit of the Coast Redwood, Spirit of the Sierra Redwood, Spirit of the Douglas Fir, Spirit of the Sugar Pine.

The tree spirits accuse the Woodsman of destroying the ancient forest and of robbing California of her beauty, while she does nothing to prevent his crime or to punish it.

SCENE II: The Woodsman is brought to trial.

Spirits of three Indians. Woodsman.

The Woodsman is brought before California. She tells the tree spirits that she will show him the punishment that will come to him.

SCENE III: His doom is pronounced.

Spirits of Forest Beauty, City Ugliness, Snow Banks, Streams, Lakes, Rivers, Wells, Flood, Fertile Soil, Barren Soil, Famine.

These spirits show the Woodsman what will happen if he goes on cutting down the trees. All the spirits curse him for his crimes.

SCENE IV: His defense.

Spirits of the Orange tree, the Eucalyptus, the Date Palm.

The trees that the Woodsman has planted and cared for plead for him.

SCENE V: Arguments for and aganist the Woodsman.

The Forest Ranger, the Lookout, the Fire Fighter, the Aviator.

The Sierra Redwood pleads for him because he is protecting the Sierra Forest now. The Coast Redwood accuses him again because he is still destroying the coast forests.

SCENE VI: A new defender.

Spirits of the Young Redwoods.

The young trees that he has planted in the cutover coast lands plead for him and soften the anger of the ancient Coast Redwood.

SCENE VII: The judgment.

The Woodsman promises to destroy no more trees, but to take care of the forest. California promises him abundance and happiness if he preserves the trees and values them for their usefulness and their beauty.

* * *

THE SCENE is a grove of redwood trees with a background of bay and strait, as in the Great Seal of California. In the foreground is the seated figure of California, and the figure of the sleeping grizzly is suggested at her side.

(The Spirit of an Ancient Sempervirens enters and stands before California.)

SEMPERVIRENS: California, Mother of us all, hast thou forsaken the eldest and the mightiest of thy children?

CALIFORNIA: I have forsaken none of my children, Spirit of the Redwoods! I suffer with the greatest or rejoice with the least of all the children that take life from my mountains and lowlands. Thy head is bowed with sorrow. Tell thy tale.

SEMPERVIRENS: It is a tale, great Mother, as thou knowest well, that begins in the dim mists of time. When I stood, a little sapling on thy coastwise hills,

swaying in the wind and sun, far across the sea great Caesar's legions were tramping across Britain's moors, and Lord Christ walked the fields of Galilee. As the centuries rolled on, mighty empires came and went, long weary wars dragged out their length and were forgotten. But here in thy green aisles was peace. Through the ages my branches slowly rose above thy forest, upward toward the sun. Men came and went in my groves—a gentle race of red men who harmed me not, but loved and honored me. Others of thy children, firs and pines, grew at my feet, grew to be tall and splendid trees, grew to old age, and death struck their hearts. They fell and rotted through the centuries, and their children stood in their places, but I grew on, clean, sound, strong, a thousand years—and then another thousand.

California: Spirit of the Redwoods, it is no new tale you tell me. Thy vast and mighty pillar of strength, thy green and glorious crown, are they not the pride of my heart, the enduring glory of my name? No other land on this great earth of ours, no land but California boasts such a glory as this I have in thee—in thy vast strength, thy beauty, and thine uncounted centuries of steadfast growth. But it was a tale of sorrow thou hast come to tell me. Speak it quickly!

Sempervirens: Aye, quickly! For it was like a flash of the storm that it came to me! One day a new face in my groves—a white face—a new sound in thy solemn sunlit aisles, steel biting into my flesh, the terrible crash of falling giants! We are gone, O Mother California! We, thine eldest and mightiest children, lie low, destroyed utterly! Where we stood, in green and golden splendor, tall, mighty pillars, straight and red, rising through the forest to the sun, is desolation! Bared earth, ugly with burned and splintered stumps—dusty, desolate! And he lords it in thy land, the White Face, and thou dost suffer him to go unpunished!

(During this speech other spirits move into the scene, the Spirit of the Giant Sequoia of the Sierras, of the Douglas Fir, and of the Sugar Pine. Spirit of California is bowed with grief.)

Gigantea: I, too, accuse him, Mother of us all! Even more ancient than our cousins of thy coastwise hills are we, the Giants of the Sierras, and mightier are we in girth and towering crowns. We, too, have fallen by the tens of thousands at the biting ax of this invader. Gone, we can never come again. Never more shall this earth see a race so mighty, so glorious, as ours. And thou dost suffer him, the invader, the destroyer, to go unpunished!

Douglas Fir: Not so ancient are we, Mother California, the Firs of thy mountains, not so tall and not so great as our Lord Sequoia, yet the suns and rains of hundreds of years have nourished us on thy breast. We, too, fall and pass, and come no more, but the invader laughs and goes his way. Hast thou forsaken us, Mother California?

Sugar Pine: Not so great were we, but the fairest of thy children; greatest still amid the lesser forest, swaying in grace and power, singing the deep song of thy forest glory through the quiet years. We fall, we fall! We can never come again! Canst thou not stay his hand, O Mother, and save, if only a remnant of us, to sing of thine old forest and its glory?

Sempervirens: A remnant, aye, a remnant, California! Hark, even now the ax strikes at the heart of thy last mightiest grove! Canst thou endure to sit unmoved and lift no hand to save us, even a remnant?

(While he speaks, the strokes of an ax are heard off-stage and, as he concludes, comes the crash of a felled tree, followed by cries of terror and outrage from all on the stage. California rouses from her attitude of sorrow, stands, and strikes her spear on the ground. Three Indians appear.)

California: Spirits of my vanished races, bring him before me—he that drove your fathers into the shadows, he that brings death to the mightiest of my children. Speed!

(The Indians go, reappearing at once. Two lead by the arms a struggling Woodsman. The third carries a woodsman's ax which he lays at the feet of California. The Woodsman struggles, shouting defiance, and is finally held, crouching sullenly at the feet of California.)

California *(to the Indians):* Loose him! *(to the Woodsman)* Arise!

(They loose his arms and he starts to rise stealthily, as if to break for freedom. But his shifting eyes fall on the face of California, bending above him, sorrowful but majestic. The eyes of the Woodsman never leave her face as he rises slowly to his feet, to his full height, lifting his head proudly, his face slowly illumined by a look of joy and wonder as he becomes conscious of the beauty of California. As she meets his gaze, for a moment her face loses its sorrow and she wears the look of a proud land, facing a splendid destiny. Then the lines of stern sorrow return to her countenance.)

California: O green Sequoias and Giants of the Sierras, Firs, and Pines, and ye kindly race of Redmen, it is true ye are all my children. Dearly I loved you all, faithfully I have nursed you and fed you through the long ages. Now he has come, this White Face, to lay you low and to rob me of my children. Yet, O Spirits of the Past, he, too, is my child! He came as once ye came—I know not whence! I only know that him, too, I must hold to my breast and nourish, though even as he feeds on my bounty he tears the crown of beauty from my brow and leaves me desolate with the scars of his despoiling. Yet he is my child, and to him also must I give all that I have. *(The spirits groan and mutter in protest, with dissenting and menacing gestures towards the Woodsman.)* Children of my heart, I have not forsaken you, but neither can I save you! I cannot save myself! Yet we move, all of us, under one great law—a law that has guided our destiny through the dim ages and that rules us still, to punish inexorably this, the latest comer, blinded by his greed. This much can I do. I can unfold before him the fate toward which his greed is sweeping him, and if he will but clear his eyes he may even yet be saved himself, and may save for me a remnant of the ancient beauty of our land.

(While California has been speaking, the Woodsman has steadily gazed at her with his look of pride and joy, but at her stern words his expression changes to grave concern. She speaks to him directly.)

CALIFORNIA: O cruel and greedy White Face, hear the law! *(She strikes with her spear. The Spirit of Forest Beauty enters, gold and green, fresh and delicate.)* Speak, Spirit of Forest Beauty!

FOREST BEAUTY: When the trees ye cut are gone, O greedy White Face, your soul will thirst for the cool, sweet loveliness of groves. It will scorch in the sun, it will shrivel and dry in the ugliness of your cities!

(A hideous, stiff and awkward figure enters—the Spirit of City Ugliness.)

CITY UGLINESS: I am the Spirit of City Ugliness! I shall deafen you with my noise, choke you with my dust, hurt your eyes with tall piles of stone that hide you from the sky and sun.

FOREST BEAUTY: And I shall be gone forever with my lovely trees, my cool and sunlit aisles, my lawns and little streams!

(The Woodsman repels the Spirit of City Ugliness with a violent gesture and tries in vain to catch the floating raiment of Forest Beauty as she passes to mingle with the other spirits. California again strikes with her spear.)

CALIFORNIA: Come, O Spirits of the Winter Snow Banks, Spirits of the Mountain Lakes, Spirits of my Little Streams and of my Splendid Rivers, and Spirits of the Deep and Living Wells!

(The beautiful Water Spirits enter, whirling and dancing.)

SNOW BANKS: When the trees ye cut are gone, White Face, no cool dark shade will hide us, the Snow Banks, from the sun, and we shall melt and pass on the first warm day of spring.

STREAMS: With no deep drifts of snow to feed us, we, the Little Streams, shall flow away to the sea, and the summer sun will find the stones dry and white in our beds.

LAKES: And when the Little Streams are gone, we, the Mountain Lakes, will shrink in our high valleys until only a swamp is left where our blue water sparkled in the sun.

RIVERS: And when the Little Streams and Mountain Lakes shall fail us we, the Splendid Rivers, shall lie sick and shrunken between our wide banks.

WELLS: And we, the Deep and Living Wells, shall utterly fail you, O greedy White Face, who hast robbed the Snow Banks of their guardian trees!

(Enter, with a terrible rush and roar, the frightful Spirit of Spring Flood.)

FLOOD: Ho, ho, ho, O greedy White Face! I, the Spring Flood, shall rush down the wide, rich valleys and sweep away your homes, uproot your crops, and smash your roads and bridges, and, when I am gone, desolation and ruin shall mark my trail!

(The Spirit of the Fertile Soil enters, plump and golden, crowned with sheaves of wheat, girdled with glowing fruit.)

FERTILE SOIL: First of all, the Spring Flood will seize me, the Spirit of the Fertile Soil—the source of all your food and wealth—and I shall be swept away into the sea.

(The harsh Spirit of Rocky and Barren Soil follows her closely, and now dances grotesquely up to the Woodsman, taunting him.)

BARREN SOIL: But I shall linger and abide with you, O greedy White Face; I, the Rocky and Barren Soil that nevermore will fill your storehouse with the blessings of the harvest!

(The Spirit of Famine enters—dark, terrible, and lean.)

FAMINE: And then I shall come, gaunt Famine and Death. I shall stalk through your ruined land; I shall carry away your children; I shall empty your ugly cities; and at the last I shall possess the land, and you shall pass forever, O greedy White Face, from the California you have robbed and desolated!

(As one after another of the spirits has accused him, the Woodsman at first grows grave, then his head droops, he sinks to his knees, and at the last, as Famine hurls his curse at him, he falls prostrate at the feet of California, who bends over him with a look of sorrow. After a moment, he lifts his head.)

WOODSMAN: O California, Mother of us all, even of me, thine unworthy child, is there none to speak for me?

CALIFORNIA *(striking with her spear)*: O spirits of our far-flung land, is there none to speak for him?

(All the spirits look from one to the other, inquiringly, then, shaking their heads in negation, they chant together.)

From thy mountains towering high,
From thy valleys, rim to rim,
No friend can we descry,
No voice shall speak for him!

He hath robbed thee of thy crown,
Glory of the ages dim,
Our curses beat him down,
No voice shall speak for him!

(The Woodsman sinks again in despair, but as the chant ceases a strange figure enters—the Spirit of the Eucalyptus Tree—in the likeness of a Blackfellow of Australia.)

EUCALYPTUS: O California, I am a stranger in thy land, but may I speak?

CALIFORNIA: Speak, stranger from the far-off southern seas!

EUCALYPTUS: I heard thee call. I—came to speak for him, although I know him not in the likeness he wears here at thy feet. No Woodsman is the White Face that I know! Only yesterday he brought me from my distant home—no ax was in his hand, but tools that dug and drained an ugly land. Aye, California, even in thy lovely realm were barren reaches, dank and sodden with stagnant waters, where no man or beast might linger or take comfort; where only the fowl of the air made their homes. Is it not something, fair California, that the White Face has labored patiently to rid thee of these dismal wastes and that he has brought from afar my tall gleaming trees and

tended them in the tule lands until my roots sucked up the pest of standing waters, and men came and made their homes in wholesome soil, and I marched across the land, dripping the sunshine off my shining leaves? Thou hast been kind to me, O Mother California, and now, even in these brief years, already on the tongues of men my name is linked with thine, and men delight in the beauty of thy eucalyptus trees. I have heard the curses of the ancient forest trees. He hath robbed them cruelly. Yet is it not something that he gave thy land the health and beauty of my trees? Behold, *I* speak for him!

(With a rush of gay music, the Spirit of the Orange Tree enters, in the costume of a Spanish girl, wreathed with orange blossoms, carrying in one hand a branch of the fruit, in the other a tambourine. She dances happily and confidently up to California.)

Orange Tree: O lovely Mother of us all, who has brought greater fame to thee than I, thy youngest daughter? Does thy heart not fill with pride and joy beholding in thy southern valleys and on thy foothills north and south the dark and glossy groves that glow with golden fruit? Mile on mile the lovely orchards stretch and, where they grow today, only yesterday was sand and sagebrush—no beauty save the dull gray silence where the rabbits made their homes. Thou hast been kind to me, O Mother California, and in return every ship that leaves thy ports bears afar thy wealth of golden fruit. Was it not something that the White Face brought me here from far away and tended me to be an honor to thy name? Behold, *I* speak for him!

(As the Spirit of the Orange Tree dances off, she almost collides with a grave, stately figure entering slowly, dressed as an Arab of the desert—the Spirit of the Date Palm. He carries a palm branch and a cluster of dates.)

Date Palm: I heard thy call, O Mother California, and from thy farthest south I come to answer it. Not of thine ancient spirits am I. It is but yesterday that the White Face brought me from my far oasis in the desert where Moses wandered and where the Children of Israel received the Tablets of God's Law. The desert whither I came within thy borders was desolate and terrible beyond even that desolation where the hosts of Pharaoh perished. But he tended me gently, the White Face that I know. He brought water from deep wells beneath the desert sands, he guarded my tender shoots, he waited patiently for me to bear him fruit. Now, O California, dost thou not smile with joy beholding the cool dark orchards that slowly spread across thy desert waste, bringing beauty and wealth and comfort for the homes of men? *(He turns and gravely salutes the spirits of the Sempervirens and Giant Sequoia.)* I, too, am of an ancient race, my Lords Sequoia. I, too, shudder with horror at the hand which brought thy mighty glory low. And yet *(turning to California)*, O Mother of us all, thou hast been kind to me, and I love the home I make within thy borders. For all his crime, this White Face, is it not something that he has given thee the stately beauty of my orchards where yesterday were stark sand and bleaching bones? Behold, *I* speak for him!

(During the last speeches the Woodsman has lifted his face in hope, and now on one knee he gazes eagerly up into the face of California. As the Spirit of the Date Palm withdraws, the Giant Sequoia comes near to the Woodsman and for a moment gazes at him in silence. He cowers again in shame and fear. At last the Giant Sequoia speaks.)

Gigantea: O Mother California, it was out of dreadful memories that I spoke but now, denouncing him, the Woodsman. Still, it seems to me, the sound of his ax rings in my ears and the crash of my fallen children thunders in my heart. Yet, and yet, I bethink me now that it is long since I have seen him in this guise upon the slopes of thy vast Sierras. Can it be that he has stayed his hand and that some of us have indeed been spared to live on to do thee honor through the ages? Not in this guise, not with his cruel ax in his hand, have I seen him in these later seasons. Rather, I bethink me now, I have seen him in forest raiment, going among the groves that still are standing, wise and patient, tending them and guarding them from our ancient foe, the raging fire that desolates the forest. I have seen him, lonely and watchful, on far peaks. I have seen him, weary and desperate, fighting back the flaming foe. I have seen him even in the clouds, waging our battles on strange wings. *(While the Giant Sequoia in a musing voice recalls these visions, the spirits on the stage so shift their positions that the Woodsman is hidden, and in the background, above their heads, appear dimly the figures his words evoke—the Forest Ranger, the Fire Fighter, blackened, weary, and torn, the Lookout with his binoculars, the Aviator. All gaze on these figures in silence. They pass, and the Woodsman is seen again, rising half in hope.)* No one, O California, no one in all thy land has suffered more grievously than I at the hand of this invader. No one could heap upon him more terrible curses than I, whose glory he has laid in the dust. And yet—for the sake of the remnant he has spared, for the sake of the care that, belated, he is giving thy Sierra forest, behold, O Mother California, I, even I who cursed him, *I* shall speak for him!

(The Woodsman springs to his feet in astonishment and joy, and the light of happiness softens the face of California. But the Spirit of the Sempervirens rushes forward in anger and seizes the Woodsman's ax. He cowers again before the fury of the Redwood.)

Sempervirens: Nay, cousin, speak for thine own far forest! Here in the coastwise hills his ax is still at our throat! Heard you not even now the crash of the falling giants? Another day, another hour, mayhap, and the last of our ancient glory will lie in the dust to glut his endless greed. Oh, curse him, California! Curse him, Spirit of Famine and Death, and drive him from our land ere the last of us shall fall!

(The Spirits again gather around the Woodsman, menacing him, and sing their chant of imprecation.)

He hath robbed thee of thy crown,
Glory of the ages dim,

Our curses beat him down,
No voice shall speak for him!

(As they come to the last words their solemn chant is broken into by a rush of gay and tiny spirits, waving small branches of redwood, leaping and shouting.)

YOUNG REDWOODS:
Hooray! Hooray!
We're leaving the nursery
Today! Today!
Out in the open, out in the sun,
We sway in the wind. What fun! What fun!

LEADER:
A long year our nurse kept us safe in wee beds,
He drew a cool curtain over our heads.
And gently he cared for us through the long days, and days!
But now he has set us in lines far and wide,
All up and down the steep mountain side,
And clear up to heaven our heads we'll raise, we'll raise!

(Chorus repeated.)

(The leader of the wee Spirits of the Young Redwoods pirouettes up to California, who catches her gaily, infected with the joy of the dancing sprites.)

LEADER OF THE YOUNG REDWOODS: Oh, sweet Mother of us all, not one of thy children here is so young, so small, as we. Years shall pass, centuries shall pass, before we can lift our heads to take the places of our fathers who are gone. Cruel he was, the White Face who laid those glorious Redwoods low. But he is kind to us, he tenderly cares for us, and we are happy, bringing beauty once again to thy scarred hills. O Mother California, may we, the least of all thy children, may *we* speak for him?

(Watching the dance of the young Redwoods, the stern and angry Spirit of the Sempervirens has gradually softened, and his face lights with happiness. He comes forward, his arms open, and the wee spirits, singing their chorus, flock about him, cling to his mantle, and are enfolded in his arms. California watches them with a joyous smile, then she turns and looks deep into the eye of the Woodsman. He springs to his feet and with a shout seizes his ax, whirls it, and flings it far away, and falls again at the feet of California.)

WOODSMAN: Oh, glorious Mother of us all, my eyes were blind with greed! Rightly they cursed me, thine elder children; just would it be if they hurl me from thy land! But now my eyes are cleared. If only thou wilt stay their curse, if thou wilt suffer me to bide with thee, nevermore shall my hand be lifted against thy crown of beauty! All my days shall be given to thy service, to guard the glory that is thine, to bring thee wealth from far-off lands. O Mother California, speak, thyself, for me!

(California, her face lighted with triumphant joy, bends and takes his outstretched hand, and lifts him to his feet.)

CALIFORNIA: Son of my heart, cruel, but kind; greedy, but noble, too, behold! *I* speak for thee! The curse that hath been spoken, thyself alone canst stay; but this I promise thee—never shall Famine stalk our land while thou dost give thy life to guard our splendid forests. But this last word I give thee, and bid thee lay it to thy heart. Food is good—the bounty of the harvest and the wealth of the land. But the wealth of Man's spirit is beauty. Better that Famine should creep through a desolate land than that thy soul should hunger and thirst and shrivel for the beauty that is gone and cannot come again. In far lands across the sea, in age upon age, Man has lifted to the sky temples of beauty to feed and free his soul—mighty pyramid and obelisk rising to the sun, fluted columns of fair marble, groined arches of the North. Today Man lifts no such temples up to God. But we, child of my heart, I and thou, have here in our dear land the mightiest temples ever trod by man, the solemn, glorious redwood groves. Defile them not! Defend them with thy life! Here shalt thou come, far from the heat and burden of thy labors, and here in the cool of the day shalt thou walk with God and save thy soul with beauty and go forth to hold our land in peace and joy!

(All the spirits shout with happiness and dance about California and the Woodsman and, as they dance, each after his or her own character, the Spirits of City Ugliness, River Flood, Barren Soil, and Famine are shunted about and menaced until they each fall and lie huddled in corners as the scene closes on the dance of triumph.)

CONSERVATION OF WILD LIFE

Arbor Day is also observed as Bird and Conservation Day. Generous material for these topics will be found in Bulletin 2-G, quoted above.

The Division of Fish and Game, State Department of Natural Resources, has accumulated a splendid library of motion picture films depicting the wild life resources of California. There are pictures which should appeal to every school principal interested in having children know something about natural resources. Films are obtainable which depict tuna and sardine fisheries of Southern California; trout propagation and angling; bird subjects include reels on ducks, geese, shore birds, and song birds; those on mammals include such subjects as elk, deer, antelope, mountain sheep, and predatory animals.

These films are distributed free to schools. Application should be made to the Division of Fish and Game, 510 Russ Building, San Francisco.

THE DRAMATIC IMPULSE IN YOUNG CHILDREN

MISS JESSIE CASEBOLT, head of the department of dramatics at the San Francisco State Teachers College, recently gave a demonstration before a large group of visiting teachers of her methods of guiding the dramatic impulse in children of the primary grades.

Miss Casebolt feels that with young children very little is gained from formal "dramatics" in which children memorize the parts of a written play. There are practically no plays written that actually approach the interests, the emotions, or the language of very young children. Moreover, children of this age have normally a vigorous dramatic impulse which should be made the most of while it lasts.

In answer to the point often advanced that a child's use of language is enriched by the memorizing of passages of good English, Miss Casebolt stated that this need is most successfully met with the use of songs and poems. She feels that we have at hand a considerable fund of really good verse that meets the point of view and the language needs of young children charmingly, but we have no such fund of dramatic materail for the same age, nor do we need it.

In illustration of her talk, a group of primary children delightfully dramatized suggested stories or episodes, with

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entire unconsciousness and genuine spontaneity. Besides the training in interpretation and the use of language, an unmistakable "by-product" of this dramatic method was the exercise it offered for social coöperation. If a child found himself "cast for a part" and was suddenly overcome by shyness or lack of invention, he was vigorously and helpfully "prompted" by other members of the cast as to lines and "business," until he entered into the swing of the drama and was going on his own successfully.

Miss Casebolt stated that a full discussion of these methods of guiding dramatic expression will be presented in the February, 1930, issue of *Theater and School.*

DOCTOR ARTHUR S. GIST of the San Francisco State Teachers College spent the early part of December in Detroit, working on the educational committee which is preparing the year book of the department of elementary school principals of the N. E. A. Doctor Gist was the editor of several of the recent year books. In Indianapolis he spoke to the Indianapolis Teachers College students on "Important Mo. nents in Education," and held conferences with the super ors of teacher training. He also talked to a gathering dministrative women of the Indianapolis school departm on "Creative Education."

F. E. COMPTON & Co., publishers of Compton's Pictured Encyclopedia, have rendered a special service to teachers by sending out suggestive programs on Lincoln's and Washington's birthdays. For particulars and free samples, send to Compton's Pictured Encyclopedia, 280 Battery Street, San Francisco, Cal.

J. B. HUGHES, a brother of City Superintendent Hughes of Sacramento, who has been principal of the Oroville High School for twenty-five years, resigned on February 4, 1930.

THOSE WHO THINK must govern those who toil.—*Goldsmith.*

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NEWS AND COMMENTS

By HARR WAGNER

THE CALIFORNIA COMMISSION for the Study of Education, appointed by Governor Young, held its first meeting on January 3 and adopted a program for immediate study of the following problems: The financing of elementary schools, larger units of school organization, and the reorganization of the State Department of Education.

The personnel of this commission as appointed by the Governor has gratified the people of California. The high type of ideals and the balance represented in this group give promise of sincere study and fair-minded solution of the problems which lie before it.

THE PERIODICAL, *California Schools,* Vol. I, No. 1, comes to hand from the State Printing Office and apparently comes to fill a real need in the California State Department of Education, whose official spokesman it is to be. The new periodical has a policy—to give expression to the leadership in the department that a state philosophy of education may result, and to distribute information and announcements.

In the initial article by Superintendent Kersey, a clear statement is made of definite lines of investigation and decision that lie immediately before the department. Three of the important points emphasized for study coincide with the program for study adopted by the new educational commission, which augurs well for the spirit of coöperation that is promised between this commission and the State Department. The new monthly should prove a helpful factor in furthering this coöperation if it provides a clearing house for facts and opinions on important issues under discussion, now and in the future.

ONE of the most interesting publications to come in this month is from the Los Angeles School District, "Third Year Book—Psychology and Educational Research Division, Elizabeth L. Woods, Director." To the old guard of educators who saw, not so long ago, the initial valiant attacks upon the "lock-step" in the schoolroom, a report of this character bears encouraging evidence that there has been a change in the tide of educational affairs.

At first glance, its pages show only a succession of statistical tables, percentage tables, and graphs, but a little interpretative attention reveals that this mass of figures is the summary of an attempt made by a great city to find out the facts about its individual children and to adapt its policies and curricula to those facts. It is the report of an extensive program of testing and of the application of the test findings to classroom procedure.

In a time characterized by "great mergers," "mass psychology," "standardized conduct"—to seize upon a few of the clichés of the hour—it is heartening to know of a school system which has been at pains to discover its children who have outstanding gifts, to release them from the pace of the average, and to give them opportunities for accelerated and enriched experience commensurate with their capacities.

Gifted children, whose personalities and abilities have had such a chance for free and rich development, may be trusted to leaven the lump of the standardized humanity of tomorrow. Other portions of the report deal with the work done for children who in one detail or another fall below the average, but who, through wisely adjusted curricula and care, are salvaged from the disasters their handicaps might have imposed. But, in the long look ahead, it is probable that the effort invested now in the gifted children will bear the heaviest dividends to the community, and this phase of Miss Wood's report is commensurately valuable.

The Curriculum Problems of the Junior College

J. B. LILLARD, president of the Sacramento Junior College, has contributed an interesting report on the growth and the problems of the college of which he is the head.

Since its foundation in 1916 the college has grown to a registration of 1450 with a faculty of fifty-seven teachers. The Sacramento schools are organized on the 6-3-3-2 plan, this division appearing best at the present time to serve the needs of the students concerned. Thus the college stands as a separate two-year institution, apart from the high school grades.

The Sacramento Junior College attempts first of all to serve the region in which it is located—the region that directly and indirectly contributes the most to it in money, students, and moral support. It is, in a very real sense, a people's college, with its doors open to all who can profit by the educational facilities it is able to provide. In this relation, it endeavors to serve all who are preparing for upper division work, all who desire and need terminal courses, and all others seeking general and special courses that will add to their cultural, vocational, home, and civic efficiency. This is a task that challenges the best in purpose and ability that progress has revealed to us.

In this program the college strives to keep a balance between the extremists who see the junior college only as a preparation for upper division work and those who advocate for it only "terminal" courses. President Lillard holds that the field should remain open for careful experimentation, always in vital relation to the needs of the community in which it operates.

Therefore, the Sacramento Junior College is trying out new administrative procedures, reorganizing its curriculum, and testing new teaching methods. For example, it is operating a new plan for the organization, administration, and supervision of extra-curricular activities; it is launching a comprehensive counseling program quite unlike any other in vogue; it is planning to set up try-out laboratory courses in English and history; it is employing a pure-type of the conference method for the consideration of practically all its big problems, including the supervision of instruction; it is experimenting with the cross-section committee plan to supplement the departmental plan for the study of certain general problems; it is testing the validity of the principle of differentiation within subjects, courses, and departments; and it is trying out terminal courses with a content and by methods not wholly sanctioned by collegiate tradition.

The Sacramento Junior College, like its colleagues, cannot measure up to its opportunities if it becomes either a glorified high school or a deglorified and isolated university—lower-division segment. It must serve the agencies that created it with fidelity, courage, and faith in its purpose and manifest destiny.

DOCTOR F. B. DRESSLAR, who was associate professor, department of education, at the University of California when Doctor Elmer E. Brown, now president, New York University, was head of the department, died at Nashville, Tennessee recently at the age of seventy-one. He was well known as an institute lecturer in California. His specialty was health education.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Among the cities of Southern California whose growth and progress have made history during the last ten years, none have a more vivid story than the city of San Bernardino. Its beginnings a Mormon settlement at the foot of the Arrowhead on the side of the San Bernardino Mountains. Its site an alluvial plain at the western end of the Cajon Pass, one of the three major highroads into Southern California. Its early importance arising from the building of the Santa Fe Railroad through Cajon Pass and the establishment at San Bernardino of the Santa Fe Railroad shops and terminal faculties. Its further growth being in the planting of large acreages of citrus and of vineyards on the surrounding lands. And its present economic growth during the last eight years from a town of 20,000 population to a city of more than 42,000 inhabitants being due still, to its crossroads situation. Yearly, a million and a half pleasure seekers pass through San Bernardino into the San Bernardino Mountains with their innumerable summer and winter resorts. Catering to the wants of these travelers and to the mountain resorts has become one of San Bernardino's great businesses. To one acquainted with the San Bernardino of ten or fifteen years ago, the present city is a revelation with its fine business streets, residential sections, and bustle of a metropolitan area.

Education has kept pace in San Bernardino with the times. During the last seven years, C. Ray Holbrook has been City Superintendent of Schools in San Bernardino. In the building up of the present school system, Superintendent Holbrook has had the encouragement of a wide-awake Board of Education and the assistance of a most able business agent in C. V. Kelty, who is now in his thirteenth year in that position in San Bernardino.

During this seven-year period in which Superintendent Holbrook has been in charge at San Bernardino, five successful bond elections authorizing the expenditure of $1,865,000 for providing additional school facilities, have been passed.

During this period, four new Junior High Schools have been built and a fifth is now under way. Ten new elementary schools have been built, additions have been made to four other elementary buildings and a new school, the Woodrow Wilson, will be ready this fall. The high school plant has just been renovated at a cost of $120,000 and with additional units proposed, the San Bernardino High School will have a capacity of 3000 students. The San Bernardino Junior College, established three years ago, is a most flourishing institution, with fine buildings and campus and enrollment of between four and five hundred students.

Pupil enrollment at present in San Bernardino is more than 10,000 in a system comprised of twelve kindergartens, seventeen elementary schools, four junior high schools, one senior high school, and one junior college.

By San Bernardino city charter amendment and approval by the California State Legislature, San Bernardino has a unique Board of Education organization. The high schools of the district are administered by a Board of Education of seven, which includes the five members of the Board of Education governing the elementary schools. The elementary district is included within the high school district but is of smaller area. Under this arrangement two members of the Board of Education represent the area outside of the elementary district for high school purposes. Under ordinary Board of Education organization as prevalent in California, this area would not be represented in the high school board.

The Board of Education of San Bernardino consists of the following: V. M. Pinkley, president—first year on board; Mrs. Wilmot T. Smith—third year; Mrs. T. R. Carlisle—third year; J. C. Boyd—fifth year; A. E. Hancock—first year; Ben Harrison—first year; Dave Roddick—first year.

The second West Coast Conference on Progressive Education was held at Pasadena January 15–18, 1930. Among the speakers were Doctor Elizabeth Woods, director, department of psychology and educational research of the Los Angeles City Schools; G. Derwood Baker, principal, South Pasadena Junior High School; J. A. Sexson, Superintendent, Pasadena City Schools; Doctor John A. Hockett, University of California, Department of Education, Berkeley; Miss Madilene Veverka, director, primary education, Los Angeles City Schools; Edward Yeomans, Valley School, Ojai, Cal.; Mrs. Beatrice Ensor, editor, *New Era*, London, England; Doctor Frank McMurray, Teachers College, Columbia University.

F. C. Hemphill, Assistant Superintendent of Compton City Schools, has accepted for next year the principalship of the Compton Junior High School when it passes under the jurisdiction of the Compton Union High School District.

The Compton Union High School District, comprising the grammar school districts of the city of Compton, Willowbrook, Lynwood, Clearwater, and Bellflower, will this coming fall, be organized on the 6–4–4 plan. In this organization, Oliver Scott Thompson, principal of the Compton Union High School, will be District Superintendent of the Compton Junior College, Compton Union High School, and of the five junior high schools now built or being built in the districts above mentioned. Mr. Thompson will not have control of the elementary units of 1–6 grades in the five districts. These will continue as heretofore with J. William Gastrich in charge of the Compton Grammar Schools, with C. Jay Boyington at Willowbrook, Coral Franz Mercer at Lynwood, Howard Nelson Tanner at Clearwater, and D. S. Presnall at Bellflower.

In charge of the articulation work between junior college, senior high school, and junior high school in this new organization, Mr. Thompson has promoted Mrs. Ardella Bitner Tibby from the position of vice principal of the Compton Junior College, to that of Assistant Superintendent. Mrs. Tibby is working at present on the curriculum for the three units so that it may be a coördinate whole. The endeavor is to evolve a curriculum based upon modern pedagogy and upon the demands of the communities served.

Mrs. Tibby takes her new position with much educational experience behind her. Her degrees of A.B. and M.A. have been received from the University of Southern California. She has been Assistant Superintendent of Schools at Venice, Cal., principal of the Trona School, California, has taught English in Salt Lake City for five years, has been on a school board, has served as president of a P.-T. A. Association, and is in her second year in the Compton Union High School District system.

Hemet, the valley beautiful, at the foot of the San Jacinto Mountains, has two school systems, that of Hemet and San Jacinto. At Hemet, Paul G. Ward, District Superintendent for the last eight years, has evolved a well coördinated school system of high school, junior high school and four grammar schools with an enrollment in the neighborhood of two thousand pupils. The Hemet Junior High School and the Hemet Grammar School are comparatively new buildings erected to fit the climatic conditions of the valley. The landscaping of the Hemet School grounds is a notable attraction. Palms, trees, shrubs, lawns, flowering plants, give a delightful aspect to the campus. A. A. Birdick is principal of the Hemet Junior High School, and Mrs. B. G. Grant is principal of the Hemet Grammar School.

At San Jacinto, two miles distant from Hemet, E. O. Amundsen is District Superintendent. The San Jacinto system comprises a high school and grammar school. C. W. Chamberlain is principal of the San Jacinto Grammar School.

Ira C. Landis, Superintendent of Riverside City Schools, is a Hoosier. He has been for twenty years in school work in Riverside. In that time he has been teacher, principal, County Superintendent of Schools, Assistant City Superintendent and Superintendent. In 1910, the enrollment of Riverside City Schools was less than three thousand. In 1930 it is nearly nine thousand. Enrollment has doubled the last ten years. The Riverside system now is comprised of up-to-date schools, most of them of recent modern construction. They number among them a junior college, one senior high school, three junior high schools, and twelve elementary schools. In Riverside, Superintendent Landis has just closed a night school of six hundred enrollment that has run one semester. The plan is for a whole year night school next year.

The anti-smoking clause is now being left out of Los Angeles County teachers' contracts.

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Chief, Division of Rural Education of the State of California.

Supervision on the Desert

By MRS. GLADYS POTTER, *Rural Supervisor, San Bernardino County*

(Continued from January Issue)

IV. Handicaps

1. Great distances to be covered by supervisor.
2. Isolation of schools from each other.
3. Number of grades handled by one teacher.
4. Expense involved to bring teachers together.
5. Poverty of districts and county.
6. In some places the inadequacy of teacher training.
7. Difficulty of obtaining well-qualified teachers in desert districts.

V. Activities to Inform Public

1. Talks to groups of parents at P.-T. A., clubs, etc.
2. Trustees' convention.
3. Talking at graduation exercises.
4. Recapitulation of work in the various districts sent to trustees at end of year.
5. Two play days—
   A. Barstow.
      a. Kite Tournament.
      b. May Day program.
      c. Athletic competition.
      d. Eleven schools participated.
      e. Parents and communities very coöperative.
      f. Directed by supervisor and committee.
   B. Victorville.
      a. Competitive athletic events.
      b. Decathlon.
      c. Two cups awarded.
      d. Sportsmanship, baseball.
      e. Fourteen schools participated.
      f. Managed by the council of the Victor Valley Athletic League.
6. Display of work and projects worked out in various schools.
7. Advice on teacher selection.
8. Evaluation of present teaching force.
9. Contact with high schools to serve their requirements better and check up on accomplishments and adjustment of rural freshmen.
10. Newspapers which schools in various parts of the county put out.
11. Health work done by our supervisor of health and attendance, Mrs. Ralph. Pre-school clinics held by her in conjunction with P.-T. A. where talks, weighing, and examinations by physician are given, and literature distributed. Follow-up health work and county aid in needy cases.

VI. Standard Tests

The following have been used for diagnostic purposes and also have been of use in promotion:

Los Angeles Primary Reading—Form 2 and 3—Grades 1-2-3.
Los Angeles Elementary Reading—Form 2 and 3—Grades 4-5-6-7-8.
Los Angeles Diagnostic Language—Form 1 and 2—Grades 7 and 8.
Modified Ayres Spelling List.
Terman Group Tests of Mental Ability—Form B—Grade 8 in a few places.
Compass Survey Test—Elementary Form A—Grades 2-3-4 in few cases only.
Los Angeles Diagnostic Arithmetic.
Reasoning—Form 1 } in a few districts where they
Fundamentals—Form 1 } were needed badly or asked for.

VII. Improvement of Professional Service of Teachers

1. Bulletins sent from this office.
2. Demonstration lessons taught.
3. Three professional books required and many suggested and discussed.
4. Samples brought to teachers of helps in methods, seat work, art, projects.
5. Individual conferences with teachers following a visit.
6. Summer school strongly urged.
7. Suggested courses especially to aid individuals who need help.
8. Encouragement and recognition of teachers who display special abilities.
9. Help in placing those with superior ability in better places.
10. Various displays on exhibit in office.
11. Work on committees where research work and real planning is necessary.
12. Training by instruction in giving standard tests.
13. Studies encouraged by individual cases where remedial work has been done. Many have been written and recorded here.
14. Statement issued about new state readers before close of school and request that primary teachers familiarize themselves with new basic method and manuals which will be available at our county library on July 1.

VIII. Supervisory Program for Next Year

1. Continuation of work already well started — language, music, reading, individual instruction.
2. Mexican supervision with the new special course of study for foreigners to be tried and revised where necessary.
3. Use of new state text as basic readers. This method to be presented to our teachers by an expert sent out from Lyon–Carnahan Company to Barstow, September 14.
4. Introduction of large units of work planned around the course of study to correlate classes in the one- and two-teacher schools especially. Teachers were asked to study

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along these lines during the summer. Samples of these units worked out in detail and presented orally and in mimeographed form to teachers at the first general meeting. Encouragement of original ideas and those suited to environment.

IX. Unusual Activities in Method

I hardly feel that the things I have done could be called unusual; but the following are methods we have used in an effort to obtain the best possible teaching with a number of grades, and also to keep our teachers looking forward to the more up-to-date methods.

1. Individual instruction stressed in arithmetic, spelling, reading.
2. Case studies made in reading comprehension.
3. Goal work in many subjects for over-age Mexican children, using graphs covering the most needed and the most useful information concerning the various subjects.
4. Large projects in geography and history which included nature study, language, etc.
5. Working from a definite list of errors in language usage and in pronunciation, rather than covering the whole field less intensively.

X. Adaptation of Curriculum to Rural School Needs

The above covers many of the methods we have used to make our course adaptable to our needs. In addition, we have:

1. Combined work in geography in fifth and seventh grades, and in sixth and eighth.
2. Combined oral and written language and nature study as well as the other social subjects.
3. A great many of my schools with many grades have divided their programs into long a. m. periods where the subjects were handled during that period, in such a way that the class needing most help or explanation may be given the extra time while the teacher is free to circulate and give help here and there—irrespective of grades, in whatever process is proving a stumbling block for one or more.

   In the reading hour the lower ability people of several grades are combined and given ungraded material. Superior people in reading comprehension, work together on suitable material or extra work connected with social subjects.

XI. Extras

1. Service of schools to Junior Red Cross. Many portfolios have been sent and received from all over the world that have proved a great help in geography motivation and whole communities have become interested. Families sign ahead so that they may have the portfolio to peruse at night. Service has been rendered to hospitals in other parts of the state and in our own county hospital.
2. A standard score sheet for rural schools has been checked upon in every district and certificates have been awarded where won. Many improvements were made where possible during the year in order to conform; many more are anticipated for the future. Seven have come up to standard at the present time. This scoring sheet was instigated by Miss Collins.
3. The honor of one of our desert high schools showed only two freshmen, both of whom were from our rural schools.
4. New form for the graduation records of the eighth grade. These to be used by the high school after they have passed through this office. This was put in by Miss Collins after conferring with high school principals.
5. Health work on the desert, supervised by Mrs. Sara Ralphs.
   a. Examinations in every school.
   b. Regular weighing by months in all schools—scales owned by practically every school.
   c. Health projects instigated and carried out in all schools.
   d. Corrections of tonsils, eyes, malnutrition, posture, and so on. County aid in cases where necessary.
   e. Literature in bulletin form available for teachers, children, and parents from this office.
   f. Pre-school clinics in charge of Mrs. Ralphs held in practically every school where there were pre-school children.

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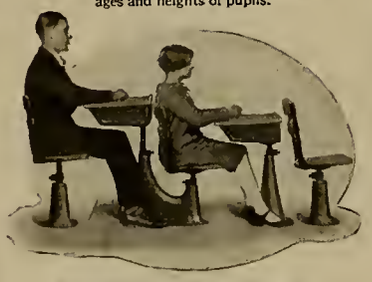

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3—School Seats Too High.

4—Why Tables and Chairs in the Classroom.
5—Uses and Limitations of Movable School Seating.
6—The Buying of School Equipment.
7—A Study in School Posture and Seating.
8—Hygiene of the Seat Back.
9—School Posture in Relation to Visceral Organs.
10—Scoliosis and School Seating—A Study in Arm Rests.
11—Left Handedness.
12—For the Comfort of the Crippled Child.
13—The Height of Kindergarten Chairs.
14—Grade Distribution of School Desk Sizes.
15—Tablet Arm Chairs—Their Use and Abuse.

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Long Beach City School Libraries

By Mrs. Elizabeth Riddell White, *Director, Department of Libraries, Long Beach City Schools.*

[Editor's Note.—For some time attention of educators has been attracted to the excellent library service being given to the schools of the city of Long Beach. Mrs. Elizabeth Riddell White, in the following article, has given a brief survey of the organization of this service, telling how it developed and stressing its newer phases.]

The special policies of the Long Beach school library system are:

A central organization.

Libraries in elementary schools, traditional as well as platoon, as well as in junior high, senior high, and junior college.

Trained certificated librarians in charge of all school libraries.

Librarians trained in children's work in charge of junior high and elementary libraries (here the bulk of work deals with children and children's literature).

A high standard of book selection, in physical makeup as well as content.

Central cataloguing of books, *i. e.*, the making of author, title, and shelf list cards, except for senior high schools and junior college.

Textbooks not being part of any library work, but their distribution being under the supervision of the director of libraries and, in the schools, by clerks.

A library for teachers.

Understanding coöperation from the public library.

A library had been in the senior high school for many years before 1918, when it was reorganized and placed under an experienced certificated librarian.

This same year for elementary schools, a children's librarian was elected by the Board of Education, at the request of the librarian of the public library. The public library could not afford to employ a person for this work, but gave every aid that a sympathetic attitude and their limited budget would allow. For two years the elementary work consisted of taking all six, seven, and eight grade classes to the public library for instruction in use of a library and for book talks, in establishing a special library for teachers, and in getting an accurate record of all books including texts and desk references then in the ten elementary schools.

When junior high schools were established, in 1922, elementary principals were promoted to junior high school principalship. These principals called upon the elementary school librarian to plan libraries in the new buildings, to recommend librarians, to buy initial book collections, to list furniture equipment and supplies necessary. Where old buildings were turned into junior high schools, the librarians assisted principals in selecting rooms suitable, recommended repairs necessary, listed equipment, and purchased the initial book supply. Thus the central organization was developed.

These initial book collections were catalogued with clerical help and the books ready for use when the school opened.

The first elementary library was established at the request of the principal in the first platoon school, February, 1923. The first one in a traditionally organized school was established in February, 1924, on the request of the principal backed by the P.-T. A. This was a more important step in library development than in the platoon school, for it involved a librarian's salary in addition to that of all the teachers. And it also gave an opportunity for real library service. The success of the library in this school, due to a principal with a vision and a children's librarian with several years of public library experience and a true sense of service, was greatly responsible for the further development of libraries in the Long Beach elementary schools. Recent experiments have given statistical evidence of their great value.

All elementary schools in the city with an enrollment of over 350 pupils have libraries, with two exceptions. One has no space in the building and the other has a branch library across the street. These smaller schools have classroom collections furnished by the public library.

The difficulty in schedule-making in the platoon schools and the necessity in most cases of children going to the library, whether they desire to read or not, is a serious disadvantage. The lack of this in the traditional organization gives the librarian an opportunity to give real library service and to maintain a life situation in the formal organization of a school. A principal with a real vision of library values takes the trouble to overcome this disadvantage in a platoon school. A library succeeds or fails, according to the vision of the principal and his willingness and ability to inspire the teachers with the value of the library to their school.

I doubt if there could be a more sympathetic understanding than in the coöperation

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Their aim and goal is the same as that of the school libraries: to awaken and cultivate in each child the joy of reading and to acquaint him with standards and the sources of both recreational and informational reading. As long as this is accomplished, it matters not to school librarian or public librarian who gives the service.

The schools have all the pupils and can expose to all children a carefully selected library of attractive books, at least weekly if not daily.

The schools have a larger financial support coming from state and district. Therefore, the schools furnish:

Library room and equipment, furniture, and supplies.

Librarian, trained and experienced for the special type of work—high school, college, or children's.

A collection of books including reference, recreational, informational duplicates, magazines, pamphlets.

The public library furnishes classroom collections to schools without libraries, supplements reference materials and, in the elementary schools with libraries, allows a budget for circulating books.

In these elementary schools, the Board of Education furnishes a standard collection of children's books for use in the library consisting of:

Standard recreational reading.
References.
Illustrated editions.
Picture books.
Duplicate informational (which may circulate overnight).

The public library budgets started with $250 to each elementary library annually, but, as a result of the steady growth in the number of elementary libraries, the amount now varies and the total allowed is allocated according to age of library and nearness to other public library service.

Thus the school librarian acts as custodian for the circulation of public library books. She makes up all orders as, being in closer contact with the school needs, she can best select the books for her groups to read. These lists are approved by the director of school libraries and the head of the public library work with children. The books are ordered, catalogued, and delivered to the schools by the public library.

Where branches are near schools the coöperation is very close between the branch staff and the school librarian.

Daily delivery between public library and all school libraries is paid for by the Board of Education. The public library lends, freely, reference material for one week or overnight to meet any special or sudden demands on the librarians. No limit is placed on the number of books, so long as they are returned as soon as the special need is over, and in no case kept longer than a week. The librarians may telephone or take in their requests and the books are delivered early the next morning.

To list in detail the coöperation of the public library is impossible here—the assistance in making lists, in the special programs planned for second and third grade reading, in keeping in touch with new courses of study. In fact, in every line that the public library has to offer the school, the public library gives a thoughtful, kindly help with never a suggestion that there could be such a thing as interfering with each other's field. We are both in the educational field; theirs is the broader contact, ours the specialized field; and we find that we supplement each other's work and need each other to reach the goal desired for Long Beach children.

The Long Beach organization is very simple, consisting of:

A. Administration office, in administration building.

B. School libraries in
All junior colleges (1)
All senior high schools (3)
All junior high schools (5)
Fourteen elementary schools (all schools over 350 enrollment except two)
Traditional 10
Platoon 4

C. Librarians in charge, certificated, trained, and experienced in public library work.

D. Assistant librarians in two senior highs and one junior high.

E. Clerks in junior college, senior high schools, and junior high school libraries.

F. Textbook department, under director of libraries but handled by textbook clerks.

Central cataloguing is maintained for the junior high schools and elementary schools. So far, the three senior high schools and junior college catalogue their own books. These libraries were added to the department this year with a special supervisor in charge. The cataloguing at the central office is merely the routine part, except for the classification, *i. e.*, author, title, and shelf list cards, and keeping a union shelf list. The pockets and charging cards for all books are also typed before sending them to the school. This leaves the time of the librarian in the school free to serve the children. All analyticals and subject headings are made in the schools by the school librarian.

The administration office consists of:

Teachers' library of books on education,
desk reference,
visual aids,
sample collection of texts.
Central cataloguing.
Offices for director and assistants.
Textbook department in charge of textbook clerk.

Considered from the point of supervision, the administration staff might seem top-heavy for a system the size of ours. But, from the point of working with other departments within the system, still more people could be kept busy. Endless opportunity is continually opening up for working with the curriculum department on courses of study, on appreciation material, keeping a live list of picture books for kindergarten purchase. New experiments are being tried out; new libraries planned; old ones enlarged; research and reference work done for superintendents and supervisors; books on education and for textbook use examined; visual aids collected and prepared; and salesmen and book representatives interviewed.

Staff meetings are held where problems are discussed, new books reviewed, or other departments invited to tell us of their work and library needs.

The textbook budgets in junior high schools and elementary schools, their ordering, and distribution are under the direction of the director of libraries, but in no way concern the librarians in the schools. A textbook clerk, who has page help, is in charge of the textbook room. Requisitions for texts from the schools are filled there, as well as receiving and unpacking new text supplies. Supplementary texts, as well as state series, are checked out in quantity, and the textbook clerk's records tell at all times how many copies of each text are in every school. Textbooks in the schools are handled by the principal's clerk or in the secondary schools by a textbook clerk.

The superintendent believes that librarians trained and experienced in public library work have something of value to contribute to the schools. Also, we believe that children should have librarians in charge who know children's books and are trained and experienced in library work with children. Therefore, from the ninth year down to kindergarten we prefer to have children's librarians. Stress is placed on personality, as a school librarian has to serve principal, teachers, and pupils and be alive to the problems of each and give sympathetic coöperation for the best interests of the school.

The public librarian has had constant experience with "individual differences"; and with this background she brings into the school library and maintains a public library attitude and atmosphere, a real life situation. The pupils are never a class, but individuals with a broad range of reading interests and reading ability. Tabulation of the reading of one 6A class during an experiment, in which a 6A class spent four periods a week in the library, gave a reading ability from fifth to eleventh grades, and a range of interests that covered 222 titles in one semester. Formerly this class had all read one and the same book in class recitation under the teacher. Pupils go to the library in class groups in the elementary schools only. Naturally, all the librarians hold state certificates and rank on same schedule as teachers.

We find that the only guidance in selection of books needed for the greatest number of children is the book collection to which they are exposed. No book should be in a school library that has not something very worth while to contribute. There is no place for time fillers. Children are required by law to attend school, therefore the book collection should be able to stand the criticism of the most careful parent or librarian.

It has been pretty well proved that considerably more than 50 per cent of the books chosen by children has been due to physical makeup. Therefore, we believe that only attractive editions should be bought. This applies to informational books as well as stories. Print and paper should offer no strain to the eyes. We find that a few worth-while books in beautiful editions will reach more children than twice the number in cheap or textbook bindings.

Given a carefully selected book collection and a librarian alert to the few problem cases and to the growing needs of the superior children, the pupils turned loose to read to their own interest (that so often appear to the uninterested to be just reading) are quickly finding their stride and reaching up and using their real ability in reading, stretching out to new interests and, best of all, are learning the real joy of reading. The result naturally reaches out and into the public libraries. In the school libraries we are creating readers that are demanding stronger and stronger materials, both in the grades as well as in the high schools.

The reference work in the junior college, senior high, junior high, and even in the elementary libraries is so obvious to all librarians and school people so well acquainted with that phase that I have not taken time nor space to discuss it here.

MRS. DOROTHY CLARKE WORDEN, for the past five years assistant librarian of Solano County, died in the Sutter Hospital, Sacramento, January 8, 1930, following an operation.

Mrs. Worden was a native of San Fran-

cisco and was thirty-four years old. She received her early education in San Francisco and later graduated from the Indianapolis High School.

From 1916 to 1918 Mrs. Worden was county librarian of Plumas County and held a similar post in Amador County in 1921. Subsequently, she was librarian of the Colusa County Free Library for four years, but for the last five years has been assistant librarian of Solano County.

She is survived by a son, Charles J. Worden, aged nine, of Sacramento, and an aunt, Miss Susan Clarke, also of Sacramento.

WESTERN SCHOOL NEWS

John T. Preston of the Berkeley school system passed away recently. He was an outstanding educator, and had unusual success as a teacher and principal. He was a charter member of the California School Masters Club and for thirty years led the "Whoopee" singing of that club, to the joy and liveliness of its members and guests. He will be missed.

John Garner, ex-Superintendent of San Benito County Schools, is dead. As teacher, superintendent, postmaster, etc., he served the community in which he lived faithfully. He was a gentleman, and was loved and respected by all his associates.

Sarah J. Jones of the San Francisco school department (retired) passed away on Sunday, February 2, 1930. Miss Jones, as a member of the Board of Education, as teacher, and principal, gave splendid service to the children and was always devoted to her duties.

Harr Wagner, author of "Joaquin Miller and His Other Self," will be absent in the East during the month of March in the interest of his many publications, including "New Stories From Eskimo Land," by Doctor and Mrs. Arthur S. Gist and Arthur H. Eide; "Along the Trails of Yesterday," a fascinating story of pioneer days, for young people, by Roy Cloud, executive-secretary of the C. T. A.; "Twentieth Century Civilization," a drama in four acts, by John Pierpont Morgan; "Life and Letters of a Forty-Niner's Daughter," by Aurora Esmeralda; "How to Teach Secondary Chemistry and Allied Sciences," by Hattie D. F. Haub, etc.

Doctor Chang, in an address before the Commonwealth Club of San Francisco on "Education in China," made the following comment:

We try to train our young teachers to say:

(1) "I come, not to teach subjects, but students."

(2) "Not to teach masses, but individuals."

(3) "Not to teach mathematical averages, but ever-changing youth."

R. L. Crane, Jr., of Hillsborough, Calif., has inaugurated, under the direction of his eighth grade pupils, a thrift project that is unusual and interesting. He makes thrift a habit and, under the banner "We Lead in Thrift," his pupils have accomplished much.

S. W. Coombs, formerly principal of the Granite School, Folsom, Calif., and a well-known teacher, principal, and writer, has become the California representative of "The World Book," published by W. F. Quarrie & Co., Chicago. This announces an edition new from cover to cover. Eight thousand pages, ten thousand pictures.

N. E. A. DEPARTMENT OF SUPERINTENDENCE

The Department of Superintendence of the N. E. A., which meets in Atlantic City February 22 to February 27, has, as its central themes, "Life Is Friendly," "Life Is Dynamic," "Life Is Practical," "Life Is Recreative," "Life Is Progressive," "Life Is Coöperative."

California is sending a large delegation in its special cars under the direction of Roy Cloud, executive-secretary of the C. T. A. The personnel of the group is as follows: A. K. Allen, Doctor J. C. Almack, Nora Ashfield, Walter L. Bachrodt, C. B. Baldwin, Mr. and Mrs. Frank A. Bouelle, George C. Bush, Doctor R. H. Bush, Walter Clark, A. J. Cloud, Roy W. Cloud, Dean and Mrs. E. P. Cubberly, Ed Dudley, Mrs. John M. Edgar, Miriam D. Eisner, Mabel R. Ellis, William F. Ewing, Miss Minnie Gant, Doctor Arthur Gist, Willard E. Givens, Arthur Gould, R. E. Green, Earl Gridley, Doctor J. M. Gwinn, W. Cairns Harper, C. O. Harvey, F. A. Henderson, Walter R. Hepner, O. S. Hubbard, C. C. Hughes and son, W. H. Hughes, Christine Jacobson, Harry W. Jones, M. G. Jones, Clara E. Kaps, Dean W. W. Kemp, Vierling Kersey, Ira Landis, Edwin A. Lee, R. B. Leland, R. H. Loomis, John F. Lounsberry, T. S. MacQuarrie and brother, F. F. Martin, Melrowe Martin, R. C. Merrill, Frank E. Midkiff, Ben S. Millikan, John McGlade, George U. Moyse, Wm. G. Paden, Mrs. Georgia B. Parsons, Louis E. Plummer, F. M. Proctor, C. W. Roadman, Lester B. Rogers, Ethel I. Salisbury, J. A. Sexson, Myrtle Sholty, A. Haven Smith, L. W. Smith, E. H. Staffelbach, Mr. and Mrs. W. L. Stephens, Miss Nora Sterry, Paul E. Stewart, K. L. Stockton, Ralph W. Swetman, Doctor F. W. Thomas, Mr. and Mrs. O. S. Thompson, F. L. Thurston, Mr. and Mrs. W. W. Tritt, Harr Wagner, Mrs. Jennie L. Havice, R. M. Westover, Dean Baldwin M. Woods, Charles W. Waddell.

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MRS. IVY DOUGLAS OSTROM RETIRES

A notable event in the history of San Francisco schools is the retirement of Mrs. Ivy Ostrom. Mrs. Ostrom was born in San Francisco. She received her education at the famous Virginia Female Institute at Stanton, Va., and the University of California. Then she went abroad for two years and taught English in Berlin and Zurich. When she returned to California she married Charles M. Ostrom. Shortly after their marriage, Mr. Ostrom bought a ranch in Modoc County and they moved there. Three children were born to them. Mrs. Ostrom served for seven years on the Modoc County Board of Education. Then they returned to San Francisco and three years later Mr. Ostrom died.

Mrs. Ostrom entered the school department of San Francisco to support herself and family. Since then Mrs. Ostrom has served, first as a teacher in the Crocker Grammar School and the Humboldt Evening High School, then as vice principal of the Frémont Grammar School, then successively as principal of the Paul Revere School, the James Lick Grammar School, the McKinley Grammar School, and the Grant School. Probably no woman in San Francisco has ever made a deeper impression upon our school department. She has always been a member in the San Francisco Teachers Association, has been a member of its committees, and has represented the city for years on the legislative committee in San Francisco. She was president of the Yerba Buena Club for two terms. She is still San Francisco's representative on the California Council of Education. Thousands of children in San Francisco look to her as their principal and friend. She has three children and seven grandchildren.

As a tribute to the love which they feel for her, her teachers gathered recently at the Palace Hotel to bid her farewell. The gathering was notable, and those who had the good fortune to be there will long remember the tribute which was paid to this sterling San Francisco educator.

Bookkeeping Exercises, by Nathaniel Filfus, M.A., C.P.A. Published by the Globe Book Company. Class price 50 cents. List price 67 cents.

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PROCEEDINGS OF THE STATE BOARD OF EDUCATION

THE STATE BOARD OF EDUCATION met in regular quarterly session in the Library-Courts Building, Sacramento, January 6. All members of the board were present.

The next quarterly meeting was set for April 11 and 12, in San Diego. The annual convention of high school principals was set for April 14 to 17, inclusive, in the city of San Diego. President McLane and Superintendent Kersey were authorized to appoint a committee to work with the 1932 Los Angeles Olympic Games Commission.

The board voted not to consider favorably further petitions for junior colleges in the State of California until some adjustment was made in the funds, so that more money would be available in the state junior college fund.

The board met in joint session with the presidents of teachers colleges and principals of special schools to hear from them progress reports and suggestions concerning matters of policy, and to harmonize the activities of the board and those of the principals of the special schools.

In conference with the state teachers college presidents, petitions of the following institutions were approved for training leading to degrees, curricula, and credentials, as follows:

The seven state teachers colleges and University of California at Los Angeles: The administration and supervision credentials of elementary and junior high school grades.

Chico State Teachers College: The secondary credential in music.

Humboldt State Teachers College: Junior high school and elementary school credential,

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8. Natural Resources.
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10. Transportation.
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12. Money and Public Finance.
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15. National and State Government.
16. Local Government.
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special secondary credential in physical education, pre-secondary curriculum with majors in English, social science, and biological sciences.

Fresno State Teachers College: The pre-secondary curriculum with a major in psychology and philosophy.

San Diego State Teachers College: The secondary credential in music, pre-secondary curriculum with majors in social science, biological science, and art.

San Francisco State Teachers College: The secondary credential in music. Curricula: Training teachers for the backward and mentally deficient, training teachers for speech correction, training teachers of the deaf.

San Jose: The secondary credential in librarianship.

The board adopted a general criteria by which private institutions would be rated for approval for the issuance of California teaching credentials.

Requirements for credentials for private tutors, as well as requirements for the continuation education credential, were adopted.

A form of petition for use in making application to the State Board of Education for the formation of new high school districts in accordance with the provisions of Chapter 843 of the Statutes of 1929 was adopted.

The board adopted standards for listing organizations in which paid memberships may be held by individual public schools in California, in accordance with the requirements of Chapter 860 of the Statutes of 1929. The following organizations were placed on the approved list by unanimous vote of the board: The Western Association of Colleges and Secondary Schools, The California Society of Secondary Education, The American Association of Junior Colleges, National Association of Public School Business Officials, the Public School Business Officials Association of the State of California.

Members of the California Commission for the Study of Education met with the board and staff of the State Department of Education and discussed their plans.

The board adopted a resolution to the effect that since it is the concern of the State Board of Education that the school children of California through the school system of the state be given a complete picture of the world in which they live, the board hereby expresses its opinion that the making of a proper curriculum and the preparation of proper textbooks must include adequate material on the world which encircles the Pacific Ocean.

Superintendent Kersey reported on the conference of State Superintendents and Directors of Education called in Washington, D. C., by Commissioner of Education William John Cooper, December 9 and 10, 1929, which he attended.

Respectfully submitted.
V. Kersey, *Director of Education.*

Correction: The Macmillan Company sends us the information that F. E. Cobler, who was recently made manager for the Pacific Coast, is still supervising the southern territory. The statement, printed in our January issue, that W. M. Mason had been assigned to this territory, was an error.

Assembly Songs and Choruses, for high schools, collected and arranged by Randall J. Condon, Helen S. Leavitt, and Elbridge W. Newton. Published by Ginn & Co. Price $1.32. The arrangements are artistic but simple. The vocal parts are adapted to the average voice, and none are difficult. The excellent printing, strong paper, and durable binding of this book insure it a long life of usefulness.

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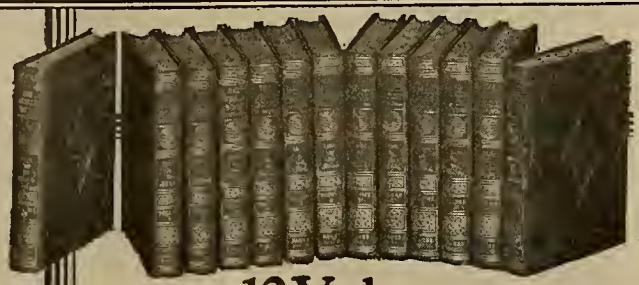

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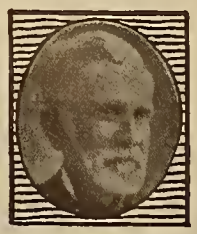

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You want to know the correct address of the publisher. The list below will be of help. Clip and file it where it is easily accessible when needed.

This list is of book publishers who advertised in the SIERRA EDUCATIONAL NEWS in 1929–30. Further details of their publications may be obtained by consulting their advertisements in that magazine.

Whenever possible, buy from the firms who advertise in the magazine which represents the interests of the teachers of California—the SIERRA EDUCATIONAL NEWS.

Directory of School Book Publishers, 1929–30

American Book Co.	121 Second St., San Francisco
D. Appleton & Co.	149 New Montgomery St., San Francisco
A. S. Barnes & Company	67 W. 44th St., New York City
Milton Bradley Co.	554 Mission St., San Francisco
Century Co.	149 New Montgomery St., San Francisco
Classroom Teacher	950 Monadnock Bldg., San Francisco
F. E. Compton & Co.	280 Battery St., San Francisco
Denoyer–Geppert Company	Box 635, Arcade Station, Los Angeles Drawer B, South Berkeley, California
Dodd Mead & Co.	449 4th Ave., New York City
Samuel French	811 West 7th St., Los Angeles
Ginn & Co.	45 Second St., San Francisco
Globe Book Co.	149 New Montgomery St., San Francisco
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ON WHEELS

By HARR WAGNER

ROY CLOUD, the executive secretary of the California Teachers Association, arranged a special train schedule and special cars for a journey of California school men and women to the Department of Superintendence of the N. E. A. at Atlantic City, February 22 to February 28. It was a great trip. Great in its social relationship. Great in the opportunity it afforded for informal discussions. Great in the movie pictures of rural scenes, of small towns, of cities, and of landscapes. State and county boundary lines disappear, geographical limitations have no value, and regional observations are all that is worth while.

The first adventure was at Columbia, Mo., where the president of Stephens College, James M. Wood, invited the group to be the guests of the institution. The train arrived in time for breakfast. Each one of the group was assigned one or more of the young lady students whose duty it was to act as hostess. Clementine Young, a charming young lady with natural red cheeks, was the editor's hostess, and Ruth Robecheck, the professor of French, who learned her French verbs in Paris, was also in his group. After breakfast the president made a statement of the outstanding experiment of Stephens College, its serious endeavor to harmonize its curriculum by social studies and orientation courses, with the curricula of junior college, colleges, and universities. These orientation courses have been worked out by experts, and the work is checked up by experts. The Californians were greatly interested. They visited Professor Openheimer's class in "Social Studies," Miss Holts's class in "Humanities," and Doctor Van Buskirk's "Social Science." The demonstrations by the various classes were well worth while. We were taken to the country club for luncheon. The environment was attractive, and it was a rare day in February. The sun was warm and the people genial. President Brooks of the University of Missouri joined in the welcome to the Californians. Joseph Marr Gwinn, Roy Cloud, and Willard Givens made bright and cheerful speeches. The day was a great success. We were impressed with the fact that Stephens College, its faculty, and students had for the day given us a 100 per cent motivation of its ten ideals, which are as follows:

Courtesy in speech and action.
Forcefulness in accomplishing what one sets out to do.
Health in body.
Honesty in word and deed.
Willingness to discipline oneself to do the disagreeable task—the task one would rather not do.
Love of scholarship which is careful and exact.
Appreciation of the beautiful as an intimate and integral part of one's life.
Reverence toward the spiritual.
Dedication to womanly service in the interest of one's home, one's friends, and one's community.
Maintenance of a cheerfulness of manner and a happy outlook on life.

Our next recess was at Chicago. The four hours soon passed. Some of the group visited elementary, some junior high, and others senior high schools. The men and women of the group were determined to do something more than "mere junketing" on the trip. At Washington, D. C., where President Hoover, Secretary of the Interior Doctor Wilbur, and Chief of the Division of Education W. J. Cooper are all Californians, we felt that while the District of Columbia is not a sister state nor a near neighbor, its outstanding citizens belong to our sunset seas.

The group had its picture taken and then proceeded to the headquarters of the N. E. A., where we were given a genuine California welcome. The group then went to the Department of the Interior—a magnificent building (the word magnificent was coined to describe just such a building). Here we were greeted by the various heads of departments. Mr. Cooper was attending a meeting in Atlantic City, but gave instructions for our entertainment. We were taken in small groups to various places of interest. It was the editor's good fortune to be assigned to John G. Malott, head of the commercial department, with Roy Cloud, Ira Landis, and others. Mr. Malott knows his Washington, and Fairfax, Mount Vernon, Arlington monuments, Congressional Library, noted residential buildings, etc., were on his list.

We arrived in Atlantic City on schedule time, Saturday 11 a. m., February 22, and located at the Ambassador Hotel. The convention was on. The board walk was crowded. Martin, Stephens, Heppner, and Paul Stewart, from the beautiful beach cities of California, felt at home. Atlantic City on Saturday and Sunday was warm with the rays of a spring-day sun, and the blue waters of the Atlantic were like the blue waters of the Pacific. The crowds were in halls, at luncheons, breakfasts, dinners, exhibits, and in the lobbies. There were crowds everywhere. It was a big meeting. It was a great meeting. It was a meeting and yet not a meeting, for few people had a chance to meet. The crowds were too great. The proper designation is a convention, or educators in a mass meeting. It was the opposite of the individual. The program of sixty-five pages was carried out effectively. President Cody lived up to his ideals, "Education Is the Spirit of Life." His speakers as a rule coöperated with him. Here is his declaration of principles:

> Education is life. This statement of the philosopher, which seemed so radical when first uttered, is now generally accepted. American education is engaged in the process of putting the ideal into practice. As we would have life, so must our education be.
>
> Life is idealistic: education must aim high.
> Life is friendly: education must develop a social spirit.
> Life is dynamic: education must move forward aggressively.
> Life is practical: education must be efficient.
> Life is recreative: education must train for leisure.
> Life is progressive: education must adjust itself to new needs.
> Life is coöperative: education must itself coöperate.

NOTES FROM ATLANTIC CITY

NORMAN R. CROZIER, Superintendent of Dallas, was elected president for 1931.

THE CALIFORNIA BREAKFAST was a delightful affair. Joseph Marr Gwinn was a friendly, humorous toastmaster. President Cody responded to his breakfast toast with several good stories. The best one he told on himself, so if you do not know Mr. Cody, you must visualize him as a man five feet, ten and one-half inches in height, weight 201 pounds, a forty-inch chest measure, and a forty-six belt measure. The figures may not be exact. He said: "I met a man this morning who inquired, 'How are you?' I replied, 'Oh, I am in good health,' and the man said, 'Yes, I see you are in good health, but poor shape.' "

DOCTOR A. E. WINSHIP, William John Cooper, Doctor E. P. Culberly, and others spoke wittily and briefly. There were 119 present.

THE DINNER at the Chesea Hotel by the Horace Mann League was a delightful affair. It was under the direct charge of Carroll G. Pearse, that prince of good fellows. Superintendent Childs of Salt Lake presided, and Robert Underwood Johnson, formerly editor of *Century*, Ambassador to Rome, and now connected with the Hall of Fame, was the principal speaker.

THE EDUCATIONAL PRESS ASSOCIATION had a luncheon at Hotel Ritz-Carleton. It was an epoch-making affair. James Hosic of Columbia presided. Clyde R. Miller, Teachers College, in "Spreading the News," said things of real, practical value, and the reports of the committees on standards, on survey of advertisement fields, etc., were essential to the progress of educational periodicals. Arthur Chamberlain was present and gave a well and carefully prepared report on the new educational bill.

THE EXHIBITORS' DINNER at Hotel Chesea had over a thousand people present. It was one of the real high spots of the convention.

The music, the dinner, the speeches were delightful. We were not *en rapport* with Richard Halliburton in his talk on the French prison life at Devil's Island, and were amazed at the thrill and the enthusiasm of the thousand people present who represented the intellectual activity of this country. The crowd was wildly enthusiastic when Halliburton said, "I pledge my life to get these two condemned men out of this horrible place." The men in question were murderers. We wonder if the applause would have been as great if Mr. Halliburton had announced that he would devote his life to the aid of innocent, crippled children. Alas, man-thinking is not along the lines of educational progress.

HELEN HEFFERNAN, chief of rural division of California, state department, was elected president of the rural supervision department of the N. E. A. Her speeches were well received, and she has had many calls for addresses in all parts of the United States.

DOCTOR A. E. WINSHIP of Boston was greatly honored at the convention and was called upon to speak on many occasions.

THE EXHIBIT of Thomas Nelson & Sons' attractive books. Mr. Kohr in charge was the center of interest during the meeting.

J. C. WINSTON & CO. had a meeting of their fieldmen of more than fifty people during the convention. W. Cairnes Harper and his two assistants were present.

SIDNEY MORSE of the *Grade Teacher*, and Miss Florence Hale, the editor, were two of the prominent people at the Educational Press luncheon.

P. BLAKISTON SON & CO., INC., exhibited its fine line of science, health, and medical books—Horace G. White, manager. Doctor Powers of Columbia University and other authors were present at the convention.

H. B. VAN DORN, JR., pencil sales department, and Walter E. Haggerty, schools bureau of Joseph Dixon Crucible Company, were very popular with the California delegates and were instrumental in making New Jersey popular as a meeting place.

THE WORLD BOOK CO., Caspar W. Hodgson, president, had an exhibit that attracted thousands of people. Among those in charge was Caspar Hodgson, Jr. The World Book is outstanding in tests, and a fine quality of textbooks for elementary and high schools.

Clipped from "The Gist," official report of the Atlantic City convention speeches:

Frank W. Ballou, Superintendent, Washington, D. C.

SINCE THE GREAT WAR the increased cost of public education has been one of the chief subjects for attack on the public schools. Altogether too frequently it has been charged up to the extravagance of school officials and boards of education. In my judgment, the increased cost of public education was largely inevitable, beyond the power of school officials or boards of education to prevent. It has resulted from an extraordinary increase in school attendance and an unusual increase in the amount of schoolhouse construction, from a necessary and long-deferred increase in teachers' salaries, and to some extent from an expansion of the educational program in the public schools. Underlying all of these is the fundamental economic fact of the reduced purchasing power of the dollar.

The largest item in most school budgets is for salaries of teachers. Hence, critics usually begin with the undertaking to show that teachers are paid too generously. They fail to consider the actual cash investment that teachers have made in their preparation, or the depreciation of the dollar. They do not compare teachers' salaries with the earnings and incomes of various groups of persons otherwise gainfully employed. Not only are adequate salaries necessary to pay better trained teachers but they are necessary to prompt young people of real natural ability to enter upon teaching as a life work.

Henry W. Holmes, Dean of the Graduate School of Education, Harvard University

IT SHOULD NOT BE ASSUMED that schools are succeeding merely because they keep large numbers of children in attendance. Compulsory education should not be extended, nor should pupils be encouraged to go on with secondary education unless the schools can offer work which is clearly more profitable to the students retained than employment would be.

William John Cooper, U. S. Commissioner of Education

SCHOOLMEN should adopt the new tools of education—radio and the screen, especially the talking pictures. Heroic efforts are being made to recover the motion picture after its long Hollywood debauch.

When we contemplate what such a record or talking picture of the Gettysburg address would mean to us today our minds can comprehend the importance of the efforts of these experiments.

There is only one sound justification for the provision of free education at public expense, and this is that it may make each individual better able and better disposed to contribute to the betterment of the supporting society.

When one examines the curricula of most schools or the major part of the curricula of all, especially of those on the secondary level, he must be convinced that education is not, nor is it intended to be, taken seriously. If it were, its program would obviously manifest its intention of affecting life and affecting it materially for better living—culturally, socially, or vocationally. Let us freely admit and even justifiably boast that there have been great improvements in this matter, that there is much in the curriculum of even the poorest modern school contributing directly and effectively to the betterment of life; but when we have done this we find that there is a residue so large and so manifestly useless to the pupils to whom it is administered as to prove the contention that as a people we do not realize the importance of education.

Thomas H. Briggs, Teachers College, Columbia University

EVERYWHERE we know more of how to design buildings; how to use fans, window shades, and floor oil; how to make schedules; how to organize classes; how to keep records; and how to measure mechanical learnings than we know of how to educate. And, what is worse, we are more concerned about the former than about the latter.

OAKLAND'S NEW ADMINISTRATION BUILDING

Front view and main entrance.

Oakland has recently opened for use a public school administration building so complete, so beautiful, and so efficient that it will for some time stand in the lead of such projects, not only in California but in the nation as well. The lack, and the need, of satisfactory buildings to house as one unit the administrative activities of the public school systems has been increasingly apparent to observers in the educational field. In connection with this fine achievement of Oakland it is interesting to quote from the December issue of the Chicago *School Journal,* containing a report of a survey of schools that included most of the large cities of the United States. Summing up certain outstanding impressions gained from this survey, the writer says:

"The school officials in charge of our schools, that is, the educators, know how to run their affairs with dispatch and efficiency, and with very few exceptions do so. In this connection it must be noted, however, that the quarters provided by boards of education are, as a whole, very poor. Many school officials are housed in rented quarters. In many large cities space is not provided for the central offices. In others, the various departments are not centrally located and are often scattered in several different buildings, frequently a mile or more distant from one another. Rented quarters, scattered departments, poorly located central offices are not conducive to the highest efficiency; and so the fact that a visitor is impressed with businesslike efficiency speaks very well for those in charge of the large school systems working under somewhat adverse circumstances. This latter condition, however, is being remedied. In two of the cities visited the entire group of central offices is housed in new school board owned buildings, well equipped, centrally located, and a credit to their communities. In four other cities the Superintendents pointed with pride to an architect's picture of what will be a new building to house all of the school's central educational and business offices. These improvements will no doubt increase the efficiency of the work carried on in the cities where they are being planned. The business of conducting the schools of a large city is the most important business of that community and is often one of the largest when measured on a mere business basis, and the officials conducting that business should be properly housed in school-owned structures befitting the dignity of the work carried on. Communities should not use rented quarters, makeshift locations, or use old worn-out school buildings and expect to get the best type of work from their school officials."

Oakland may well feel great pride in her leadership in this important field. Her administration building is beautiful and impressive in its simplicity and dignity. Its site, overlooking Lake Merritt and the Oakland estuary, lends it the grace of reflecting waters, while the same site—central, easily accessible, and with ample parking space—adds to its practical efficiency. There are four floors besides the basement which houses boiler room, file rooms, storerooms, and laboratory. On the first floor are the offices of the business department and the room of the Board of Education. The second floor is devoted to the offices of the directors and supervisors of special subjects. In intimate connection with the supervisors' offices is the professional library for teachers and a long ell devoted to the exhibits of publishers' text and library books. The offices of superintendents and the research and guidance departments are on the third floor, while on the fourth floor the central portion of the building provides a spacious auditorium.

This building was erected out of funds secured by the sale of school lands no longer needed for school purposes, at a cost of $217,166. The site cost $50,100, and the equipment $23,000, making the total cost of the complete plant, including the site, $290,266.

The city takes pride not only in the beauty and efficiency of this building, but also in the economy with which it was planned and built. Comparative figures for the cost of the Oakland administration building and those for two other similar projects recently completed elsewhere show an accomplishment in economy that is significant. The most interesting figures probably are those for building cost and floor area:

	Pittsburgh	*Oakland*	*Newark*
Site value	$ 212,000	$ 50,100	$ 400,000
Building cost	840,516	217,166	988,208
Equipment cost	60,000	23,000	137,811
Total cost	$1,112,516	$290,266	$1,526,019
Floor area in square feet	40,000	69,100	100,434
Cost per square foot	$21.01	$3.14	$9.84
Volume in cubic feet	1,450,000	705,500	1,485,420
Cost per cubic foot	$0.579	$0.320	$0.657

Oakland should feel that she owes a great obligation to the administrative leadership which brought this project to such a successful accomplishment.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

IMPERIAL VALLEY, the "Winter Garden" of America, becomes more tremendously impressive each year. The Boulder Dam and the All-American Canal carry the hopes of the material prosperity of the valley towns and country areas. With the completion of both, Imperial Valley will be as near a 100 per cent region in regard to safety from flood and in regard to ability to grow crops from an abundance of water and evenness of climate as there is in the world. Lying on a silt bed eight hundred feet deep, in a region in which rain is almost a forgotten thing, covered above with a hothouse glass of blue sky and with boundless fertility in the earth beneath, and with a constant stream of Colorado silver water, the thousands upon thousands of carloads of cantaloupes, lettuce, tomatoes, asparagus, grapefruit, dates, alfalfa, grapes, squash, watermelons, and what not, will continue in a never-ending stream to the great cities of the nation.

Imperial Valley is a marvelous symphony of nature. To raise one's eyes is to see the encircling jigsaw mountains—barren, blue in haze, a footstep away in sight but fifty miles distant. Sand domes drifting in clouds of feathering dust across the cement highway. Mile-long rows of capped cantaloupes in February, rows of tomatoes brushed with arrowweed in blossom. Fat Herefords in alfalfa fields. And now and then a quiver of the silt bed with a rumble, speaking of Nature's power.

THE FIRST IMPERIAL COUNTY FAIR was held February 25 to March 2, inclusive, at the new fairgrounds located on the highway just north of the city of Imperial. To be able to exhibit such an array of freshly grown farm products at that time of year placed the fair upon a unique level, and the Imperial Valley Fair in time will become a spectacle as great in its way in the display of desert-grown products as is the National Orange Show at San Bernardino.

A fair by its very nature is a lecture upon industry. It is a short cut to better production than eyesight education. The farmer exhibits his best—the merchant presents his aids to produce that best. The carnival puts the flavor of play into the learning process. This first Imperial Valley Fair in the educational exhibits of the schools made history. In coördination of purpose, in the manifoldness of display, in its presentation of modern pedagogy, the appeal struck the attention of every visitor. Seldom are educational exhibits a center of attraction to other than their exhibitors, but these Imperial Valley Fair school displays were by far the most popular exhibits of the whole show. Credit for the educational exhibit is as broad as there are teachers and pupils in Imperial County. R. P. Moore of the Imperial Ice and Development Company was the chairman of the educational committee of the Imperial County Fair Association. On that same committee were C. B. Collins, principal of the Holtville High School, and Mrs. Lura K. Tyler, supervisor of rural schools of Imperial County.

In immediate charge of formulating plans for exhibits of the various schools and in seeing that they were carried through were Mrs. Lura K. Tyler, supervisor of rural schools, Imperial County; Josephine Douglas, supervisor of rural schools, Imperial County; Florence L. Speiss, supervisor of art, Calexico schools; and Miss Ellen K. Jefferson, dean of girls of the Imperial High School. Forty-one elementary school districts and six union high schools exhibited in nearly fifty booths. The rural schools of the county demonstrated the results of an activity program of much breadth and vision that had been carefully developed by the rural supervisors, Mrs. Tyler and Miss Douglas. In fact, Imperial County schools are functioning in line with the latest recommendations of the California State Curriculum Commission, which is advocating activity programs for elementary education. Types of activity work shown were many and varied, as: shelter, transportation, different periods of American history, desert birds, forms of entertainment, Indian life, cotton projects, life of the Eskimo, Japanese customs, health projects, Holland unit, various phases of Imperial Valley development, etc.,—in fact, a marvelous demonstration of what pupils can do in the activity program.

Of the city schools, El Centro grammar schools had an attractive art exhibit developed under the direction of Miss Helen Clay, city art supervisor. Brawley had a hit in its kindergarten clock exhibit that ranged in size from tiny clickers to a big grandfather clock. Westmoreland had a display—work in geography, history, mathematics, and agriculture, built upon the resources of the Imperial Valley. Holtville schools had a very artistic showing of the regular art work of the pupils. The Bonita School, Calipatria, had a varied exhibit of much excellence that took the cup for its class.

Six cups were awarded to schools in six different classes at the Imperial County Fair, besides many blue ribbons and green ribbons for exceptional merit. The cup awards were as follows: To one-teacher schools, Silsbee; three-teacher schools, North End; four- to six-teacher schools, Acacia; more than six-teacher schools, Brawley, Westside; kindergartens, Brawley; Americanization, Bonita School, Calipatria. The schools were judged for cup awards upon the following points: (1) Attractiveness of booth; (2) creative value; (3) a—quality of fine arts, b—variety of types of fine arts; (4) a—quality of industrial arts, b—variety of types of industrial arts.

Judges of the educational exhibits at the Imperial County Fair were Miss Katherine Morrison, supervisor of art, San Diego County schools; Miss Beulah Hartman, Assistant County Superintendent of San Bernardino County Schools; W. M. Culp of the Harr Wagner Publishing Company.

THE FEMINIZATION of education is not a part of Imperial County high schools. In the six high schools of Imperial County there are fifty-five men teachers and fifty-two women teachers, a record which we doubt is equaled anywhere in the country.

MRS. KATHRYN E. WATTS, principal of the Rockwood School, Calexico, has announced her candidacy for the superintendency of Imperial County schools following the decision of Horace C. Coe, present County Superintendent of Schools, not to stand for reëlection. Mr. Coe has announced his support of Mrs. Watts in her campaign.

Mrs. Watts is an educator of charm, tact, and poise. For the last ten years she has been connected with the Calexico grammar schools as substitute teacher, secretary to the Superintendent, teacher, and principal, and from experience is well acquainted with the problems facing the Imperial County schools. Last year as president of the Imperial Valley Teachers Association and this year as secretary to the same institution she has come into closer contact with the teachers throughout the county.

A graduate of the Chico State Teachers College of 1910, Mrs. Watts, previous to coming to Calexico, was a teacher in rural schools and was also employed at Dunsmuir, Cal. In her present position as principal of the Rockwood School, Mrs. Watts has done an outstanding piece of reorganization work. The school, before Mrs. Watts accepted the principalship three years ago, was a discipline problem. Mrs. Watts organized the school composed of classes of the sixth, seventh, and eighth grades upon a departmental system, three periods of thirty-five minutes and five minutes intermission between classes. Mrs. Watts had observed that boys and girls coming into a classroom, boisterous from the playground, took several minutes to calm down, and that all disciplinary measures were generally necessary in the first few minutes of class. In order to get a quiet temperament, before class takes up a silence bell is rung. Immediately all over the playground talk and voices cease and the pupils pass quietly to their rooms. By the time they are seated they are ready for study or attention. This simple thing of a silence bell has worked wonders and has practically solved the discipline problem. In addition, Mrs. Watts tries to instill citizenship in

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the pupils and to make them realize that they must respect law and order in school as well as in the community life later on. With this understanding of child behavior and an ability to work with teachers, Mrs. Watts has accomplished much. In her campaign for the county superintendency, Mrs. Watts will advocate a platform calling for a business administration of the public schools of the county. So far, Mrs. Watts is the only candidate in the field.

The Schoolmasters Club of Imperial County is an organization of more than a name. It is a closely knit organization of all of the men teachers in the valley, who meet monthly to discuss current and educational problems. Meetings are dinner sessions, invitational to various sections of the valley.

Imperial Valley is apart from the rest of California geographically. Its educational problems are distinctly coherent. The valley has some forty-one elementary school districts and six union high school districts. There are some seven centers of population, El Centro, Brawley, Calexico, Holtville, Imperial, Calipatria, and Westmoreland. These seven districts employ 192 elementary school teachers out of a total number of 285 for the forty-one elementary school districts. Ninety-three elementary teachers are employed in thirty-four rural districts.

Imperial Valley is a compact county. Good roads connect the seven larger units. The problem facing the educators of Imperial County is that of consolidation and reorganization. For several years the leading educators have seen the possibility of such a move and have been working quietly for its accomplishment.

The plan calls for the formation of six elementary school districts out of the present forty-one, together with the combining into one organization the administration of the high schools and elementary schools of the same district. In other words, the present high school districts will become the coterminus unit for the reorganized districts. Furthermore, at present Imperial Valley has two junior colleges, one at El Centro, the other at Brawley. A movement sponsored by the schoolmen and Chamber of Commerce of various sections of the county are advocating a county junior college. The last of February the California State Department of Education was called upon to advise in regard to a county junior college. Nicholas Ricciardi, chief of division of secondary schools, and Ira C. Kibbey, also of the State Department, visited the valley and are suggesting a junior college survey of Imperial County similar to that of the recent junior college survey of Siskiyou County made by the State Department of Education.

Among the schoolmen of Imperial County most active in this reorganization scheme are B. M. Gruwell and John L. House, El Centro; D. P. Choisser, Calexico; Percy E. Palmer and Dean S. Richmond, Brawley; C. R, Prince, Calipatria; Homer F. Aker and C. B. Collins, Holtville; M. B. Hockenberry, Imperial; W. W. Jones, Westmoreland; George A. Harlan, Jaspar.

Prospects for the success of the contemplated plan are bright because the schoolmen in their schoolmasters' club have a functioning campaign unit solidified in a desire to make the schools of Imperial County better both educationally and fiancially. The present officers of the Imperial Valley Schoolmasters Club are: M. M. Longshore, vice principal Calexico Union High School, president; Frank I. Shepherd, dean of El Centro Junior College, secretary; E. Lester Cox, vice principal Calipatria Union High School, vice president; Harry A. Skinner, supervisor of attendance, Imperial County, treasurer. The directors include C. O. Edington, Imperial; C. B. Collins, Holtville; and W. W. Jones, Westmoreland.

William W. Jones is District Superintendent of the Westmoreland Grammar Schools. Westmoreland is one of the later irrigation developments of Imperial Valley and is one now undergoing a steady growth. Mr. Jones has two schools at Westmoreland with a teaching force of eleven and a pupil enrollment in the neighborhood of five hundred children. Mr. Jones is in his sixth year in Imperial Valley, which includes three years at Niland and three in his present position. Mr. Jones received his A. B. from the University of Southern California in 1928. His previous training included three years at Occidental College. Associated with Mr. Jones in his work are

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two U. S. C. graduates—Paul J. Rogers, vice principal of the Westmoreland School, and Milo A. V. Hogan, principal of the Westmoreland Harding School.

Of decided interest is the agriculture project of the Westmoreland School located on an acre in front of the school facing the state highway. Here the students are growing cantaloupes, tomatoes, lettuce, spinach, and flowers. Each student participating has one row. The products are sold together and each student receives his proportionate share. Cultivation is made in the most approved commercial manner. This project coördinates with regular school work as it calls for estimates of costs, disbursements, cultivation procedures, etc.

THE MARRIAGE of Miss Veriza Nielsen of Tooele, Utah, to Homer F. Aker, District Superintendent of Holtville Grammar Schools, November 27 last, was a recent delightful surprise to their many well wishers in Holtville and Imperial County. Mrs. Aker is the daughter of Mr. and Mrs. Peter M. Nielsen of Tooele, Utah, Mr. Nielsen being the County Superintendent of Schools of Tooele County. She was born at Mount Pleasant, Utah, also her father's birthplace, the family being pioneers of that section. After attending the schools at Mount Pleasant she later became a student at Utah State Teachers College at Provo, graduating from that institution. Since her graduation she has followed a teaching career, having taught in Salt Lake City, and until her recent resignation was dean of girls and physical education director of Tooele Junior High School.

Mr. Aker is now in his fourth year as District Superintendent of the Holtville Grammar Schools, and his many friends in El Centro and Vista, Cal., Carlton, Ore., and Chehalis, Wash., places where he previously held educational positions, are all wishing Mr. and Mrs. Aker long life and happiness.

HOMER F. AKER, District Superintendent of Holtville Schools, will attend Rotary International in Chicago, June 22–26, as delegate. From there he will go to the N. E. A. meeting at Columbus, Ohio, and then will spend the summer taking courses in educational administration at Teachers College, Columbus.

HOMER F. AKER, District Superintendent of Holtville Grammar Schools, has developed a unit-transfer card primarily for migratory pupils. This shows the new teacher immediately what work the transferred child has had and obviates delay in placing the child correctly in a class.

R. H. PRYOR is principal of the D Street School, Chino. Mr. Pryor is a graduate of the University of Minnesota, has taught in Minnesota high schools, and is spending his first year in California schools. Mr. Pryor is at present working on his master's thesis at the University of Southern California.

MISS FANNIE M. LEASURE this past year was appointed elementary assistant to Miss Elga A. Meta Shearer, director of elementary education of the Long Beach schools, California. Miss Leasure is well acquainted with Long Beach elementary school problems, having been in the system seven years in primary work at the Frémont School and in the English department of the Whittier schools. Miss Leasure is a graduate of Valparaiso University with a degree of A. B. Work for an M. A. degree is now being taken from the University of Indiana.

The duties of the new assistant includes the survey of new books and a report upon them to the department, editing of departmental materials, and work of supervision in the schools.

TO MISS ADA YORK, Superintendent of San Diego County Schools, has come the honor of being named one of nine County Superintendents in the nation to serve on the national advisory council on school building problems. William John Cooper, Commissioner of the Bureau of Education, made the appointment. The first meeting of the new council will be held in Atlantic City during the convention of the Department of Superintendence, N. E. A., February 26.

H. P. Allen, former Assistant Superintendent of San Bernardino City Schools and still affiliated with that system as part-time director of research and child welfare, has joined the department of education of Claremont Colleges, as assistant professor.

In addition, Mr. Allen has been made head of the appointment bureau of Claremont Colleges. In view of the growth of Pomona College into Claremont Colleges, and the increase of student enrollment and the building up of its department of education under Doctor A. A. Douglas, Mr. Allen intends to inaugurate a more vigorous policy in the appointment bureau. Superintendents or principals needing any aid he can give are cordially invited to correspond with Mr. Allen.

Laurance L. Hill, publicity manager for the Security Trust and Savings Bank, Los Angeles, is a former bookman. For some years he was Pacific Coast representative for Allyn and Bacon. During the last eight years he has been in his present position. As a publicity agent, he has been accomplishing some work of real educative value. In 1929 was published "La Reina, Los Angeles in Three Centuries," a volume commemorating the fortieth anniversary of the founding of the Security Trust and Savings Bank of Los Angeles. One hundred fifty thousand copies of this volume, abundantly illustrated and informative in content, have been distributed free to patrons of the bank.

Of intense educational interest is the latest publication of the Security Bank under Mr. Hill's direction, which is a volume titled "Six Collegiate Decades, the Growth of Higher Education in Southern California." In this entrancing pamphlet are taken up each of the colleges in Southern California. The story commences at the beginning in each instance, and carries it to the present. Pictures are freely used and beautifully printed. The book is a contribution to the history of higher education in California, and is an outstanding example of Mr. Hill's fine editorial work.

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Creative Writing in the Live Oak School, San Joaquin County

(Developed under the direction of Mrs. Emde, Intermediate teacher.)

The Butterfly

Snowy little butterfly,
Flashing on the prairie,
Can you tell me where you found
Wings so light and airy?

Just a caterpillar worm,
Once I wove my house,
There to sleep the winter long
Cozy as a mouse.

Then because I dreamed it so,
Fairy wings I spread,
Left my caterpillar dress
Hanging on my bed.

—*Elsa Wegehaupt, age 11 years, sixth grade.*

Being a Teacher in a Migratory School

By Iva Elleson, *Fresno County*

"I know it must be tremendously interesting, but aren't they filthy little things?"

"They're unusually bright, aren't they? Seems to me I read something about foreign children being 25 per cent brighter than Americans."

"Oh, do you teach singing, too? They say those children are all very gifted in music."

"Well, I wouldn't leave anything I valued lying about where they could reach it. A Mexican will steal the shirt off your back."

When the seemingly ghastly fact became known among my friends, relatives, and acquaintances that I was teaching in a "Mexican cotton school" (real name "School for Migratory Children"), I was bombarded early and late with the above statements, ejaculations, and questions. Most of the comments were offered with such utter conviction or such utter horror that I approached my classroom girded up with Yale locks, germicidal soap, and an eagle eye for the child prodigy. After a while of watching and teaching and knowing these children I began to realize that if this group were at all representative, and I was told it was, a tremendous amount of misinformation must be floating about regarding this most interesting part of the school population. The above statements were of course only a few that I heard but they seemed to be the ones I heard most often. After an intensive rather than an extensive experience in two schools for the children of Mexican cotton pickers, may I say:

First: About Mexican children being dirty. Faces and hands and necks, it was evident to the naked eye, often needed to be in much closer contact with soap and water. Clothing, at least that which was visible, was usually surprisingly clean. I wondered at first why this should be, for usually it is easier to furbish up hands and faces than dresses and trousers. The cause for it was not hard to figure out after I became better acquainted with the living arrangements of most of the cotton pickers. A family of ten quite often lives in a twelve by fourteen tent or in a one-room cabin. By living, I mean cooking and sleeping and eating and the whole family sitting about in this cubby hole when it rains. There is no running water in the cabins. Generally there is a central washhouse with faucets and just possibly a shower bath or two with cold water only. Now, during the day, while the children are in school and the men at work, "la madre" carries water by the bucketful and heats it on her wood stove and washes the clothes. Almost any day at any hour of the day there is a washing fluttering near the tent or cabin. But it is somewhat a different matter to prepare a

(Continued on page 12)

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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NEWS AND COMMENTS

By HARR WAGNER

IN THE DRIFT of educational publications which crosses the editorial desk this month, there are certain currents definitely discernible as taking first place in the attention of teachers and administrators at the present time. No scientific check has been made, no count of words or measurement of space, but none the less one gets a rough but convincing impression that just now the best brains in the educational world are more or less concentrated on the subject of the *cost* of *education*. In support of this impression we offer some gleanings from the current educational press.

Beginning with our State Superintendent, Mr. Kersey, we note his statement of "A State Program of Public Education" in the February issue of *California Schools*. Three-fourths of this statement deals with financial problems, notably with the problems of taxation in California as related to school support. Mr. Kersey looks forward to the lightening of the burden on personal property, to the possibility of a state personal income tax, an increased state support with the equalization of the burdens of school costs. Superintendent Gwinn, in his address before the California Conference of School Superintendents, names as outstanding the "problem of financing public education," and suggests the possibility of larger units for the support and control of education, that is, that the state and the nation may assume some of the burden now borne by local school units. The January issue of the Los Angeles *Educational Research Bulletin* contains an outstanding article by N. B. Trenham of the California Tax Payers Association, "Needed Investigations in School Administration." Mr. Trenham sums up his paper in the sentence, "Before we know how we are going to teach, or what we are going to teach, we must know why we should teach and how much we can afford to spend on it." Taxpayers ask whether the mounting costs of education are justified by the results. This is the fundamental problem of educational research. The February issue of the *Sierra Educational News* carries a clear and concise review of "School Revenues in California, Present and Possible Future Sources." If any novice in the subject of school funds feels the need of fundamental information, no better statement could be found than this paper of Doctor E. H. Staffelbach, C. T. A., director of research. After pointing out the inequalities and inadequacy of the present system of school support, Doctor Staffelbach, like Mr. Kersey, suggests as possible future remedies a state personal income tax, or a luxury sales tax, but feels the most hopeful source of future school revenues would be a severance tax, that is, a state royalty levied upon the consumption of the natural resources of the state—gas, oil, mineral products, and water power. The California Commission of Education devoted its February meeting largely to the subject of state support of education—the sources of state school funds and the equalization of their distribution. Two of the outstanding books of the hour are "State School Taxes and School Funds and Their Apportionment," by Doctor F. H. Swift of the University of California, and "School Revenue," by Henry C. Morrison of Chicago University. Preliminary rumbles in the reports of the daily press from the convention of the "Big Guns" at Atlantic City indicate that the only discordant note in a program officially dedicated to optimism was the cry of insufficient funds—a cry that would not down for all their optimism.

In short, the expansion of educational ideals has definitely outrun the resources of educational support not only in California, but throughout the nation. "The Public," that immense inchoate reservoir from which the streams of support must flow, is definitely in a mood of challenge. "Are we getting our money's worth in education today? Has education anything to promise us for tomorrow that is worth the increased support it asks?" To answer this problem with assurance constitutes, as Mr. Trenham says, the fundamental problem of educational research.

But, fundamentally, it is not only the problem of the leaders and the research workers. In a very deep sense it is acutely the problem of every one in the educational field down to the youngest inexperienced beginner in the classroom. It is a challenge that must be met afresh each day, "Am I, for my share, giving the community that supports me its money's worth in the real values of education?"

The public will pay if and when it is convinced it is getting its money's worth.

IN LINE with this current discussion of school support, the 1929 Year Book of the San Francisco Teachers Association has an excellent article by Mary M. Fitz-Gerald, Deputy Superintendent in San Francisco, "Aspects of Adult Education." There is a widespread feeling reflected in the educational press that the night school with its irregular attendance is, as at present conducted, too great a burden upon the community. Mrs. Fitz-Gerald sums up the situation for San Francisco in words that have more than a local application: "There is an increasing tendency to impose fees upon those who wish to attend evening schools. California state school laws authorize such fees. There is such a turnover in evening school attendance that the imposition of a term fee might result in a better attendance than the 20 to 30 per cent of enrollment from which we now suffer. This turnover results in such a waste of time and money that it is little to be wondered at that the cost of adult education, whether in day or evening schools, is a target for public and private criticism."

THE PASSING OF A GALLANT SOLDIER

THE DEATH of George Haven Putnam on February 27 leaves vacant the post of "Dean of American Publishers," and recalls to the world of letters the great service done for international literature by this courageous and persistent fighter. Putnam won his name as a good soldier first in the Civil War, where his bravery advanced him from the ranks to the place of major. His best fighting, however, was done in the cause of the International Copyright League, and through his leadership, courage, and persistence, the law was won from Congress which gives fair and orderly protection to the works of a writer outside his own country. In recognition of this victory, won against the selfish interests of copyright pirates, Putnam was decorated with the Cross of the Legion of Honor of France.

No less distinguished is the honor given him as founder of the English Speaking Union in the United States.

The League of Nations, disarmament conferences, and arbitration treaties will, we hope, go far to outlaw war. But the deep bond of literature, the common possession of the treasures of the past, must always act as a uniting force, a tie of sympathetic understanding, beneath the world's efforts toward a closer brotherhood. For his great service toward safeguarding and strengthening this bond, Putnam stands among the foremost warriors in the cause of peace.

The leadership of his great publishing house, founded by his father, passes on to the able hands of his son, George Palmer Putnam.

Again the Western Journal of Education welcomes a newcomer to the editorial desk, No. 1, Vol. I, of the San Francisco Public Schools *Monthly Bulletin.* This publication will supplement the weekly news and announcement bulletin of this department and will provide a field for the exchange of thought upon professional subjects. This opening number contains papers of more than local value, dealing with problems of importance in the general field of education. This is notably true of the address of Superintendent Gwinn, "The Educator Looks Forward," and the paper of Miss Mary F. Mooney, supervisor of texts and libraries, on "The High School Library." In this discussion, Miss Mooney stresses the teaching function of the school librarian and the importance of adequate training and experience to prepare her for the dual rôle of teacher–librarian.

Lewis B. Avery, director of teacher training in the Oakland schools, is to give three courses at the Sierra Summer School this year. The courses are "Principles of Education," "The Junior High School," and "Newer Phases of Education." Mr. Avery is especially fitted to give pertinent courses on these particular subjects because of his long and outstanding service in the progressive Oakland system, where the "newer phases" are always experimented with and the junior high school is a thoroughly established and working unit, and the principles of education upon which the system is run are sound.

Lewis B. Avery, director of teacher training, Oakland public schools, who will give courses at the Sierra Summer School.

Before coming into the Oakland system, Mr. Avery was for five years principal of the San Jose High School, and prior to that was City Superintendent of Redlands. His experience has been broad and along many lines.

As director of teacher training in the Oakland system, Mr. Avery has developed a distinctly useful department. The work lies in part with five teacher-training institutions, most of this phase being done with the University of California, the San Francisco State Teachers College, and Mills College.

Because of the type of work this department is doing, about half of the new teachers admitted to the system are without experience. These teachers are chosen from a special preferred list made up from the nominations of the teacher-training institutions of the state and they prove very successful. An adjustment program for all teachers new to the system is carried on by this department, as well as a program which cares for individual cases, elsewhere in the system, which are in need of adjustment or remedial measures.

The Sierra Summer School, which is in connection with the Fresno State Teachers College, is held at Huntington Lake. It is one of the most delightfully located summer schools in the state. It is a place where the students acquire units of health and pleasure as well as units of credit.

The California Spring Blossom and Wild Flower Association announces its Eighth Annual Flower Show in the Native Sons Auditorium, 430 Mason Street, San Francisco, April 23 and 24. All the schools of the state are invited to send exhibits of the wild flowers of their districts.

Pick a few specimens of each species; place in water over night or for a few hours; wrap each species in damp newspaper; wrap the whole in other damp paper; pack in cartons; mail special delivery to the Flower Show, 430 Mason Street, San Francisco. All postage will be returned to the schools.

For further information address Miss Katherine Chandler, 113 Duncan Street, San Francisco.

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(Continued from page 9)

breakfast for ten people, see that three or four of them get off to work and four or five of them get off to school with respectable faces and hands and hair. There is one stove to cook on, heat water on, and to warm the entire family. Of course there is not hot water for all. Consequently, cold water and wind had chapped many of the hands and faces and many of the necks in my room to a burlap-like texture and color. Anyone who has ever had chapped hands knows that much warm water and good soap and a brush are the only way to make them even passably decent. Despite all this, to all those who believe Mexican and dirt are synonymous terms, please may I say that you are wrong? One who flees from germs in terror has clasped a wailing brown-eyed son of the South in her arms without a qualm.

Second: "Aren't they extremely bright?" After struggling hopefully, desperately, and occasionally despairingly to teach reading to a third grade whose average age was something over twelve years, I have decided that Mexican children as a whole are not extremely bright. Neither do I mean that they are extremely dull. As nearly as one can judge, without the aid of scientific tests and remembering what jumbled and scanty school careers most of them have had, it seems to me that these children are about ordinary in their abilities and intelligence. For obvious unfortunate reasons a sort of fatalistic attitude has been forced upon many of them.

"Ay Dios, but I can learn not the read," shrugged one skinny little twelve-year-old. Well it really seemed as if he knew his own capacities until I discovered he was struggling valiantly to read in a third reader when he'd never even read in a second reader and had no more idea than a Fiji Islander whether M meant mm or pp or bb. When a daily phonics lesson had been added to a much simpler reading lesson Gonzales galloped joyously through the second reader with a chest bursting with pride. And, after all, the unskilled laboring class of any race does not usually contribute the abnormally intelligent, does it?

Third: Mexican children are not prodigies, musically speaking. Believing devoutly in music as a great socializing agent, I began somewhat fearfully to teach singing, for I have not great aptitude for music. In fact, the total of my capacities in music is that I can carry the tune and I can keep time. I fully expected to be that miserable object, a teacher who tries to teach her pupils a subject about which they know more than she does. I need not have been troubled. There was much that even I could teach those children in the way of music.

"Perhaps it is in appreciation that their great ability will manifest itself," I thought. I took a phonograph to school and a selection of records which varied from the "Poet and Peasant" overture to "On the Beach at Waikiki." They, the listeners, were not held spellbound. Little boys had to be restrained from annoying little girls in the midst of Beethoven's "Symphony." In fact, they all behaved in good old American school-boy fashion. Let no novice teacher in a migratory school fear or hope for a school of future opera or talking picture stars. She won't find them. If she perseveres, however, and acquires a pitch pipe, she may have a school that will enjoy singing "America, the Beautiful" delightfully.

Fourth: For the first few weeks that I taught in the migratory school I obeyed many behests of well-meaning friends and carefully but unobtrusively tucked my keys and purse on the back of a high shelf. Things weren't safe when in plain view, so I was told. I decided not to put temptation in the way of the weak at any rate. One morning, being a trifle late, I merely dumped my equipment on top of a goods box which served me as a desk and busied myself making a fire. The children piled in half frozen with their four-mile ride on an open truck. They were jammed about the stove and desk, five and six deep. After the call whistle blew and school began I remembered my purse with a start, glanced at the desk, and—there it was. Of course, one incident proves nothing, but it served to allay any doubts or fears I had had. I do not overestimate the innate goodness of human nature and consequently I still do not strew my possessions around heedlessly, but I have yet to have any real proof that one of my Mexican pupils has ever stolen anything.

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Would these words make you think that only the pure, the good, and the beautiful has abode in Mexican school children? If so, you are being deceived. They try the soul as effectively as a class of American children could. But also they are as bright, almost as clean, and sing just as well or poorly as the average American boy or girl.

The Lawn Project

Kent Bathurst, *Eighth Grade Pupil, Todd School, Sonoma County*

(This project was conducted under the direction of Ada B. Upp, Principal.)

Todd now has a beautiful lawn in front of the schoolhouse. The lawn has been made not only by labor, but by the coöperation of the boys and girls of the Todd School.

The Civics Club of our school is a club composed of the boys and girls of the seventh and eighth grades. Our purpose is to develop a fine civic pride. In the October meeting of 1928 the members of the club decided to beautify the school grounds by planting a large lawn in front of the school with a cement coping around it. In order to do all this we needed money. An offer came to the club to sell magazines for the Curtis Publishing Company. By selling subscriptions for the magazines the club collected some eighty dollars; then by having candy and pie sales each month we advanced the sum to ninety dollars. You see, we studied real profit and loss. Finally we had a large enough sum that would justify our beginning upon the lawn. We did not know what kind of material or seed to order or how big a quantity to purchase. This needed study.

The first thing to decide was how big to make the lawn and also what kind of design to make the coping in order to make the whole effect look well. After quite a lot of discussion we decided that a coping consisting of both curves and straight lines was the most artistic. Mr. Woody, our 4H leader, and Mr. Wienland, our local farm adviser, gave us expert advice on drainage.

The next thing to think of was the cement and gravel. We were careful to select sharp gravel because sharp gravel makes a stronger cement. After studying the different cements we selected the Portland Hydraulic Cement. We decided to mix the cement in three proportions. We thought by putting cement in the proportion of seven to one at the bottom it would make the coping firmer and also less expensive. The middle of the coping was to be made in the proportion of six to one, while the top dressing would be five to one.

Lumber was the next article to investigate. We studied both redwood and pine. Finding the redwood was more pliable and easier to bend than the pine, we selected redwood for the forms.

Another important problem was the watering system. This was a very perplexing problem. We wanted to have a good watering system, yet we wanted it handy. The trustees of the school suggested that we have an underground watering system. This we decided to do. Then came measuring for pipe and the estimating of its cost.

What joy it was to order all the supplies, but more of a joy to see the material arrive upon the grounds, for then we knew it was time for work. Our first step was to level the ground so that the water would drain off easily. We next dug the trenches as the ground was very hard. The trenches were dug ten inches deep and six inches wide. Mr. Neilson, a patron of the school, assisted us in laying the forms. Perhaps it would be interesting to know that our plot contained nearly seven hundred square feet.

The next thing to do was to pour the cement. This job was a fine experience for us boys, for now we know how to make cement walks. In order to prevent the coping from drying too fast and thus causing the cement to crack, we watered the cement three times a day.

As it was now June, we decided to wait until September to plant the lawn, fearing the hot sun would not permit us a good stand of grass. Before leaving for our summer vacation we studied the different kinds of lawn seeds. We selected the Golden Gate seed mixture for that best suited to the acid soil. Two weeks after we returned to school in September we planted the lawn and now we are enjoying the beautiful lawn in front of the schoolhouse.

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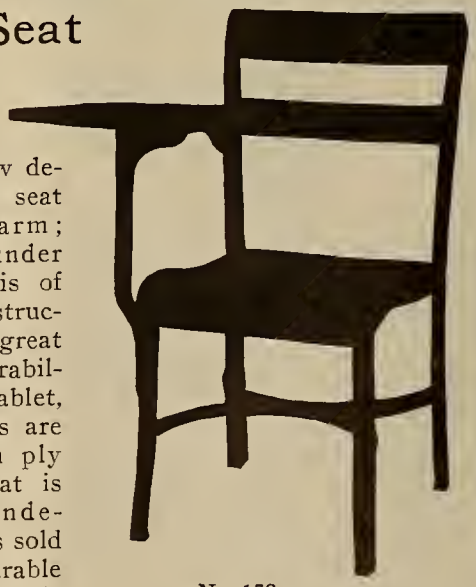

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DEPARTMENT OF SPECIAL EDUCATION

The Problems of Handicapped Children—Physical, Mental, Social

Conducted by HILDA M. HOLMES, *San Francisco State Teachers College*

"The Western Journal of Education" with pleasure welcomes this department to its columns. While its title, "Special Education," rightly describes the field it is to cover, its problems are, in another sense, by no means special, since they touch the experience of all teachers in all fields. Lucky indeed the classroom that does not, at some point or other, present the problem of the handicapped child. We feel then that this department should be of interest to every teacher in the state as well as to those whose concern is with this special field. The department will appear quarterly—March, June, September, and December.—Editor.

Co-operation for Progress

HERE AND THERE, throughout the state, educators are trying to meet the needs of children suffering from physical, social, and mental abnormalities.

The department of special education, opening in this month's issue, is a venture in coöperative journalism, bringing to those interested in the education of handicapped children the results of recent research and the details of the projects of workers in the field.

The Need of Specialized Training for a Specialized Job

IT IS a conservative estimate to say that in California there are approximately 13,100 feeble-minded children. Only relatively few of these are in institutions. The rest are in our school system. The number of deaf, blind, crippled, tubercular, psychopathic children, and those with speech defects, is not known, but they must swell the ranks considerably.

With these children's needs in mind, we addressed a questionnaire to the City Superintendents of the twenty cities of California having a population of fifteen thousand or more.

In answer to the question relating to the administrative problems encountered in trying to employ specially trained teachers for these children, eight of the eleven who replied stressed the difficulty of finding suitable teachers because of lack of training. In actual fact, in some cities, none or only one of the teachers has had special training before undertaking the work, but statistically speaking, the average percentage of those who have had training is fifty-four.

Regarding the educational and social problems created by the presence of these children in the regular classrooms, the disadvantage to the normal children, the behavior problems arising, and the maladjustment and consequent unhappiness of the handicapped children were stressed.

The following opinions are of special interest, growing as they do from actual experience in the field. We have arranged the cities in alphabetical order:

"We find practically no trained teacher for handicapped children. We must select from the ordinary applicants those who show an interest and an experience that seem to fit them best, or we must observe our teachers at work and select those who show such fitness under observation."—Doctor Virgil E. Dickson, Assistant Superintendent, Berkeley Public School; Director, Bureau of Research and Guidance.

"The problem of securing teachers who have had special training for teaching the handicapped child has been the most difficult one. At present teachers are selected on the basis of interest in the work and willingness to receive training on the job. With the exception of the speech teachers and those for the deaf classes practically none have had special training.

"Children showing wide deviations, either mentally or physically, from a normal group in which they have been placed are maladjusted children, both educationally and socially. They are not competing on a fair basis and often result in serious behavior problems. Segregation and individual treatment is necessary to meet their needs. The progress of the normal children is also seriously impeded by their presence."—Henrietta A. Johnson, Supervisor of Pupil Adjustment and Special Classes, Oakland, Cal.

"So far it has been impossible for us to develop the field of special education as we should, but the problem has been first of all one of local finances."—Ira C. Landis, Superintendent of Schools, Riverside, Cal.

"We have expert schools for the following group of handicapped children: mentally deficient, about 160; deaf, 15; crippled, 19; number in school threatened with tuberculosis, about 25. There are teachers trained for the deaf work, but they are hard to get. There has been very little training for the other three groups.

"We do not scatter them (the handicapped children) through the classrooms. It would seem to me that this is the worst thing that could be done. All of our children are in separate schools, but under one general management."—Charles C. Hughes, Superintendent of Schools, Sacramento, Cal.

"In the regular classrooms:

"(a) Handicapped child does not receive proper individual attention.

"(b) Gets feelings and habits of inferiority. Compensates by antisocial attitudes and acts.

"(c) Tends to drop out of school earlier than when segregated.

"(d) Teachers are not usually sympathetic when there are only one or two in class.

"(e) Usual training of teachers not sufficient to deal with these cases. Psychiatric attack and case study method necessary."—C. R. Holbrook, Superintendent of Schools, San Bernardino, Cal.

"Have been unable to secure teachers with proper training, experience, and personalities especially adapted to this type of work."—Walter R. Hepner, Superintendent of Schools, San Diego, Cal.

"There are approximately one hundred teachers for instructing handicapped children now employed in the San Francisco schools out of a total of approximately twenty-six hundred teachers. For certain classes of teachers, notably those for teaching deaf children, and children in the sight conservation classes, we have been under the necessity of going out of the State of California to find such teachers. The San Francisco schools have had to give a good deal of training to the other teachers employed in special classes."—J. M. Gwinn, Superintendent of Schools, San Francisco, Cal.

"It is difficult to find *good* teachers who are well trained. Very few teachers who have the personality for this type of work have taken the special training."—A. H. Horrall, Assistant Superintendent, San Jose, Cal.

"Have been unable to find teachers who have

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had adequate training."—J. A. Cranston, Superintendent of Schools, Santa Ana, Cal.

"We segregate all of our special cases as much as possible. We want them all out of the regular classes because they take too much time, distract the other children, and are unhappy in their maladjustment." — Laura Crawford, Assistant Director, Department of Research, Santa Monica, Cal.

Again, the necessity of segregation is stressed:

"(a) The presence of some of these children has a depressing effect.

"(b) Their presence takes too much of the teacher's time.

"(c) Retardation of class."—Ansel S. Williams, Superintendent of Schools, Stockton, California.

One of the first problems to be recognized is that of a special training for a special field. The superintendent, the administrator in the field, is evidently feeling this need, and the training institutions are now also recognizing this problem in their plans for the better training of teachers.

From the quoted statements it is plain to be seen that there is a field of service barely touched as yet by the California teacher, and offering a splendid opportunity to those with special training, a fine personality, and a desire to help the handicapped children of our state.

The Training of Teachers for Children With Handicaps

By Alexander C. Roberts, *President, San Francisco State Teachers College*

The Field.—Millions and billions are the catchwords of American education. Twenty-three millions of elementary pupils, four millions of high-school students, a million students in higher education, a million public school teachers, billions in costs each year, hundreds of millions of new construction to house the eager millions of pupils and teachers, all are the familiar phrases of those who administer American public education.

America listens with pride and joy to the sound of the march of the millions, into school and out again, day after day, in the democratic experiment of free public education for all boys and girls, from the kindergarten through the university. But some march with halting feet. St. Matthew records the close of a momentous event with the words, "And they took up that which remained over of the broken pieces, twelve baskets full"; and St. Mark adds of the same event, "And they took up broken pieces, twelve baskets full." Broken pieces, twelve basketfuls; children with handicaps in the schools everywhere, and the present thesis is the right of handicapped children to adequate teaching.

The American Plan.—No defective child is left to perish on the mountainside, as is told of the Greeks of old. On the high plateaus of equatorial East Africa, no imperfect specimen of any kind survives in the teeming life, insect, animal, human; perfect specimens always, perfect line breeding, no thought or care for the defective, and humanity emerges only now from *the stone age*. The American plan demands the salvaging of every shred of humanity born into this world. Right or wrong, social or antisocial, making for the finest citizenship of the future or not, the fact remains that in the *home* parental love is showered most freely upon the sick, the crippled, the mentally sick, the bad, the unfortunate. The *church* teaches the infinite worth of the human soul; every religious impulse prompts the thought that tortured and twisted humanity is precious in the sight of the Almighty. The *state* guarantees all human rights, the safety of the highways and the streets; the purity of the food, milk, water, ice; healthful living conditions; moral surroundings; the right to survive. The *community* in even greater degree provides for the defective human being: medical theory, legal attitude, institutional service, organized relief of every sort, all in support of the ideal of the protection of the unfortunate. The *school* assumes the responsibility of adequate teaching of the normal child, a fair chance for the rapid advance of the supernormal, and it must likewise provide every reasonable opportunity for the best teaching of every defective child that comes to its doors.

The problem is only incidentally altruistic; it is a question of decency, humanity, and human right. It is a problem of community, state, and national economics; it is measurable in bread and butter, dollars and cents, and in the protection of homes, life, property, and wealth; it is part of the effort to insure for posterity the integrity of the race.

The Types of Handicapped Children

They took up broken pieces, twelve basketfuls.

1. *The Completely Lacking in Sight.*—The training of the totally blind determines the eventful destiny of a life of mendicancy and beggary or a life of self-respecting, economic independence.

2. *The Partial-Visioned.*—The school experience of the pupil with partial sight will determine whether he shall save all the vision that he has, or lose it and become entirely blind. Good care, skillful teaching, and proper surroundings for a few years mean the differ-

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ence between a groping future or a fair competitive chance in life.

3. *The Deaf.*—Properly taught, the person completely deaf is able to read, talk, learn, work, carry a part of the world's work, and enjoy complete self-respect. Otherwise he is limited in his communication to his fellows with the same handicap.

4. *The Partially Deaf.*—These students may be condemned to the peculiar limitations of the totally deaf, or be enabled to live a life of usefulness, normal in all respects. Skilled, adapted, and understanding teaching is the key to success.

5. *Physical Speech Defects.*—Medical care, operative surgery, and good teaching work the miracle of relief for a large proportion of children with this handicap.

6. *Nervous and Mental Speech Defects.*—Here is a high point in human suffering. Stammering, stuttering, and other forms of speech inability due to nervous conditions are practically all curable. Speech disability due to mental conditions may be much improved by patient, resourceful teaching.

7. *The subnormal Mentally.*—Five to eight per cent of all children are near enough to the dull-normal line to require some special teaching, and 2 per cent of all children are definitely subnormal to the point that they will not profit by ordinary classroom work. Uncared for, these groups will furnish a very large part of the petty criminals, sneak thieves, ne'er-do-wells, chronically unemployed, beggars, seasonal workers of the poorest types, and other cares and charges upon the community and state. Given proper training, these people have an assured and desirable future, for American industrial conditions demand at good, sometimes high, wages, workers of good habits, strong bodies, and a stoical ability to perform endlessly some simple mechanical process. It is needless to add that people thus trained industrially, given fundamental training in good citizenship, given good habits and ideals, and drilled in such skills as they are able to master, have become and will continue to be worthy members of good homes, churches, and communities.

8. *The Physically Weak.*—Sleep, food, rest, patient care, and wise leadership are saving from tuberculosis and other diseases many children of highest potentialities mentally and socially.

9. *Crippled Children.*—Here are often the keen-of-mind, sensitive, easily hurt, but curable if properly handled at the right time, and entirely happy when by themselves in their own properly equipped schoolrooms, with trained, skilled teachers.

10. *The Incorrigibles.*—This is a special group, on the way to crime and prison; some are bad and some are merely strong-willed and rebellious, while a few are weak-willed and easily led. Found early, taught correctly, given special treatment as needed, and with fine cooperative work with the home, many will be saved to lives of decency, honesty, and self-respect.

11. *Wards of the Court.*—These children have already broken the laws and are in detention and correction homes. It is still in skilled hands pretty largely to determine whether it is to be a record of crime and degradation or lives of honesty and decency.

12. *The Immigrant Child.*—Will his foreign language be a handicap or a blessing? Will this child require an intensive Americanization program in his behalf or will he be absorbed into the groups of American children and given normal education? Special handling at the critical points in his training will often in a few months further his entry into the normal groups of children, and he becomes no longer a problem. But he needs skilled and sympathetic teachers at just the right time.

Who Shall Take Up the Broken Pieces, Twelve Basketfuls?

SKILLED, specially trained teachers, working in properly equipped schools, aided by a host of coöperating community and state agencies, and with the sympathetic and understanding guidance and support of principals and superintendents, are they who will transform the "child with a handicap" into a self-respecting, economically independent, and worth-while citizen.

THE FIRST INTERNATIONAL CONGRESS on Mental Hygiene is to be held at Washington, D. C., from May 5 to 10, inclusive, 1930.

The American Psychiatric Association and the American Association for the Study of the Feeble-minded will hold their 1930 annual meetings in conjunction with the International Congress.

There will be much discussed that is of interest to educators, to judge by only four selections from the list of subjects for morning sessions.

(a) Mental hygiene and education; grade school, high school, college.

(b) Special problems of adolescence.

(c) Problems presented by the child with superior intelligence; the neurotic child; the child with sensory and motor defects.

(d) Significance of parent–child and teacher–child relationships in character and personality development.

The main purposes of the congress are: to bring together from all countries, workers in mental hygiene and related fields for exchange of information and experience; to arouse greater world interest in mental hygiene and consider ways and means of world coöperation.

The congress also aims to correlate the special knowledge and experience of psychiatrist, psychologist, public administrator, educator, sociologist, and those of related fields, and thus arrive at common agreements concerning sound mental hygiene objectives for the organized movement.

Attendance is not limited to members of particular organizations. All interested in mental hygiene will be welcome.

For further information, address the Administrative Secretary, Mr. John R. Shillady, 370 Seventh Avenue, New York, N. Y.

THE EDUCATIONAL PHASE OF DANCING

FROM A RECENT INTERVIEW with the Estelle Reed Studios, Helen Allred gives some interesting sidelights on the educational side of dancing. Miss Reed thinks it is to the United States of America that we must look for the next phase in the art of dancing, and for this we must study the customs and folklore of the different countries.

Most children are self-conscious, but dancing tends to eliminate this difficulty. It teaches them physical and mental control—that is, coördination of all the faculties. The moral development is also an important factor in dancing. The dancer must take good care of the body and defend it from unhealthful habits. Dancing is a discipline of mind and muscle. The right sort of training will not overdevelop muscles, but on the contrary keeps them smooth, strong and elastic. The necessity for caring for the body, which is the instrument of expression, is impressed on the pupil by the teacher. A trained dancer is a quick thinker, often called upon to make quick judgment, and must have the ability to concentrate—a very desirable asset.

Dancing is one of the best ways to develop an appreciation of rhythm, line values, and design. It is especially good to develop the power of visualization, through which the dancer learns the difference between the dance which interprets personal character and the dance which conveys an abstract impression.

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

TWO LIBRARY MEETINGS

[Editor's Note: Miss Mabel R. Gillis, assistant librarian, State Library, attended the meetings of the sixth and fourth districts of the California Library Association. In the following article Miss Gillis has brought most vividly to the people who were not in attendance the interesting features of the meetings.]

A perfect spring day in San Diego made a fitting background for the meeting of the sixth district of the California Library Association on February 1, 1930. Miss Eleanor Hitt, librarian of the San Diego County Free Library, president of the district, opened the meeting at 10 o'clock in the Unitarian church. After a gracefully worded greeting Miss Hitt introduced Lyman Bryson, executive director of the California Association for Adult Education, who took as his subject "New Life in Old Books." The president had asked him to talk on adult education but not to get "caught at it," her idea being that she wanted the talk on the work that he was doing but wanted it called some other subject as the name adult education has been applied to many talks before librarians in recent years and she felt that another title would attract the members more. Certainly something had proved to be a great drawing card for the meeting, as about three hundred members of the sixth district were present.

Mr. Bryson gave a very interesting thought-provoking talk. His idea of book discussions and book conversations was one that was taken up for informal discussion by many librarians during the lunch hour and after the meeting, many agreeing with Mr. Bryson that talking over books that have been read makes them much more a part of one's consciousness, and others feeling that "we have too much conversation already." I think all librarians must agree with him, however, that unless there is active participation in the reading process there can be no very great good gained from it.

Mrs. Jack Vallely of Los Angeles was a charming person to look at and was good to hear in her book reviews. Of particular value and interest to librarians was the exposition of Mrs. Vallely's method in planning her reviews. After explaining her idea of taking a central theme and reviewing one book on that subject thoroughly and grouping others along the same lines with it, she reviewed at some length Tomlinson's "All Our Yesterdays," and then passed on in a very interesting manner to other books which grouped themselves through one link or another to her main subject.

Between these two delightful speakers came a little business in the form of membership talks by Mrs. Theodora R. Brewitt, who urged full membership in the California Library Association, and Miss Eleanor Stephens, who spoke in behalf of the American Library Association.

At noon the members adjourned to the beautiful El Cortez Hotel. The large room in which the luncheon was held was attractively decorated and the luncheon much enjoyed. Mr. Lee Shippey of Los Angeles, who conducts the column called the "Lee Side o' Los Angeles" in the Los Angeles *Times*, was the speaker. Mr. Shippey was a custodian of one of the branch libraries of San Diego County before moving to Los Angeles, and the librarians of San Diego and of Los Angeles have found him so understanding and coöperative in his stories regarding library service that Miss Hitt wanted all her library friends to know him better. While Mr. Shippey's subject was "Personal Glimpses of Famous Authors," he gave about half his time to telling how much he valued librarians, libraries, and the library service he had had. This naturally was a subject that librarians could listen to indefinitely and, when given with such evident sincerity and delightful touches of humor as Mr. Shippey brought to the subject, they felt his talk was a success even before he began his stories about authors. Some of the writers about whom he told were Fannie Hurst, Hamlin Garland, Irvin Cobb, and Peter B. Kyne.

After luncheon, although the day was so beautiful it semed almost a pity to go indoors, the session convened again at the morning meeting place. Once there, the library people were very happy that they had resisted the call of the out of doors, as there were many good things in store for them. San Diego has an accomplished and unusual story-teller in Mrs. Ritza Freeman Reardon. She opened the afternoon meeting by telling part of the story of Tschaikowsky's "Nutcracker Suite." Mrs. Reardon has arranged the story herself and tells it with orchestration. The music was furnished by the Sweetwater Union High School Orchestra, James G. Seebold, director. The sixty young people who make up the orchestra were so earnest and interested in interpreting the story which Mrs. Reardon told that their work was a pleasure to listen to. The combination of story-teller, orchestra, and splendid director was a very happy one.

Business again became the order of the day and Miss Eleanor Hitt was elected nominator and Miss Cornelia D. Plaister, librarian of the San Diego Public Library and secretary of the district, alternate to serve at the annual meeting of the association. Mrs. Julia G. Babcock, president of the California Library Association, was present and gave an account of the meeting of the executive committee of the association which had been held at Bakersfield the week before. She announced that the meeting of the California Library Association this year would be held in conjunction with the American Library Association which is holding its conference in Los Angeles June 23 to 28. Miss Mabel Gillis, assistant state librarian, was also introduced and gave a few words of greeting from the State Library. Mrs. Otto J. Zahn of the Los Angeles Library Board of Trustees spoke in behalf of the trustees' section of the American Library Association, urging all librarians present to inform their trustees of the coming conference and to persuade them to take part in the trustees' section meeting.

Last year at the sixth district meeting a committee of librarians, psychologists, and representatives of the public school course of study department was appointed for the purpose of keeping the California Library Association in touch with newer developments in psychology and with organizations working on these principles. Miss Faith Smith, director of the library school of the Los Angeles Public Library, reported for this committee, giving the results of various projects in regard to recreational reading which had been undertaken during the year. The committee was asked to continue its work during the coming year.

The main subject for the afternoon was professional advancement and the president announced that instead of dividing the group into small round tables there would be a round table of the whole assemblage and that Miss Helen E. Vogleson, librarian of the Los Angeles County Free Library, would be in charge. Miss Vogleson gave a brief introduction and then presented Willis H. Kerr, librarian of Pomona College Library, who outlined the ideals which contribute to professional advancement. Mr. Kerr's talk was inspirational and thoughtful, and the ideals he advocated found a ready response in the minds of all. Mrs. Theodora R. Brewitt, librarian of the Long Beach Public Library, brought the subject to a more practical level, stressing the points in which the executive and the assistant can coöperate in advancing professionally. After these two speakers had treated the subject from the executive's point of view, Miss Emily W. Kemp, senior attendant, adult education department, Los Angeles Public Library, spoke for the assistants, her subject being, "What Are Some of the Benefits and Obstacles Met in Striving for Professional Advancement?" Miss Kemp in a very witty paper, drew a picture of a busy assistant's day and showed the difficulties that an assistant has in advancing herself professionally by study, travel, and other means.

Following this talk the thoughts of some one from another profession were sought and Miss Inez Kilton, principal of the Whittier School of Long Beach, had been asked to tell how school teachers meet the requirements for advancement in their profession. Miss Kilton was practical and definite in her suggestions in regard to membership in the various organizations, the desirability of professional reading, the attendance at institutes and other educational meetings, as well as study and travel.

General discussion followed the close of this talk. The consensus of opinion seemed to be that in order to advance professionally it was necessary to have adequate salary compensation which would enable one to devote some time to study and broadening travel.

Although the meeting officially closed with these discussions, Miss Hitt had announced that she would be happy to have all delegates who were staying overnight come to her home in the evening, as Mrs. Babcock, the state president, and other guests would be there and she would be very much pleased to have every one visit with them. A group of twenty-five or thirty gathered at Miss Hitt's home for a most delightful informal evening.

The details for so large a district meeting are many and difficult. They were handled with great credit by Miss Hitt and Miss Plaister and the staffs of the city and county libraries. Everything was done in a most business-like manner to insure the comfort of the guests, and the many little courtesies in the way of decorations and favors were enjoyed and appreciated.

The fourth district of the California Library Association met at Modesto on Saturday, February 15. Miss Bessie B. Silverthorn, president of the district and librarian of the Stanislaus County Free Library and the McHenry Public Library, Modesto, presided throughout the day. Miss Alma Rossel of the McHenry Library, secretary of the district, acted in that capacity during the meeting. Both morning and afternoon sessions were held in the auditorium in the basement of the McHenry Library. In the morning the discussions were of particular interest to county librarians. The first talk was on the subject,

"The Kind of Shipment the Custodian Likes to Receive From the Main Library," and was given by Miss Neva Hunsberger, custodian of the Sanger branch of the Fresno County Free Library. Miss Hunsberger has a friendly, lively manner which helped her in getting over her points in regard to the kind of books the custodian likes to see and the other features of the shipments which the custodian is so well able to express to the branch assistant at headquarters. Her talk was very ably followed by Mrs. Phoebe Winkler, branch assistant, Tulare County Free Library, who talked on "The Kind of Coöperation the County Library Likes to Receive From the Custodians." The two talks, from the custodian's point of view and from the point of view of the assistant at the other end of the line, made a very complete exposition of the subject. The points brought out by both speakers were discussed from the floor when they had finished.

At the business session Miss Silverthorn was elected nominator and Miss Blanche Galloway, librarian of the Madera County Free Library, alternate, to serve at the time of the annual meeting of the California Library Association.

The group met at luncheon in the Presbyterian church and were served by the women of the church. There were about one hundred and fifty present. The librarians were happy to have join them at that time representatives of the library trustees of Modesto as well as A. G. Elmore, County Superintendent of Schools, Mrs. Elmore, and other Modestoans interested in libraries and education. During the luncheon hour music was presented under the direction of Frank Mancim of the Modesto high school. John Wing played a flute solo and Max Denny a selection on the clarinet, both accompanied by Mrs. Ruby V. Denny. Miss Silverthorn also introduced the guests from outside the district, and it was remarkable how many librarians had gathered there from many points in the northern part of the state. The librarian farthest from home was Miss Dorothy Wood of Plumas County, who is a Stanislaus County girl and who combined a trip home with the library meeting, very opportunely. At the close of the luncheon Miss Silverthorn introduced her staff which had been so helpful in the arrangements for the meeting as was testified by the original and charming place cards and name cards with which every one was provided.

In the afternoon, Mrs. Julia G. Babcock, president of the California Library Association, reported something of the plans for the meeting of the American Library Association in California, urging that every librarian in the state feel personally a host or hostess of the convention and help in making all the members of the American Library Association welcome.

Miss Edna M. Stangland, associate chief, division of adult education of the State Department of Education, in her talk, "The Unending Learning Program," outlined some of the high lights in adult education work in European countries as she had seen them on her trip abroad last year. She then told of some of the work that was being done in this country and said that she felt the United States was working out its problems of adult education according to the needs here as the European countries were working out their problems according to their own conditions. Her talk was delightful in its informality and the spirit of kinship which she showed toward librarians. The program closed with the reading of St. John Ervine's "The Ship," by De Marcus Brown, director of the Little Theatre, College of the Pacific, Stockton. Mr. Brown gave a very sympathetic reading of the play, and his interpretation of the various characters was thoroughly enjoyed by every one present. Modesto seems to be particularly rich in musical talent. Delightful vocal solos were given during the afternoon session by Miss Grace Jack and Mrs. Carrol M. Powers, accompanied by Miss Jessie M. Kline.

This is the time of year for the various district meetings of the California Library Association. If all districts can be as fortunate in having delightful weather and interesting programs as the sixth and fourth districts were, the year will indeed be an enjoyable and profitable one.

THE AMERICAN LIBRARY ASSOCIATION will hold its annual conference June 23–28 in Los Angeles, with headquarters at the Biltmore Hotel. This is the fourth time the A. L. A. has met in California. It met in San Francisco in 1891, Pasadena in 1911, Berkeley in 1915, and will meet in Los Angeles in 1930. The California Library Association will join with the A. L. A. this year in holding its meeting.

Mr. Milton J. Ferguson was honored by an invitation to speak at the dedication of the new library building at the University of Oklahoma, Norman, Okla. Mr. Ferguson is a graduate of that university and was librarian there before coming to California. Mr. Ferguson and Mr. Carl Milam, secretary of the American Library Association, as the two alumni who have done the most in the library field, were asked to return for the dedicatory celebration, February 21–22.

Before going to Norman, Mr. Ferguson spoke at the meeting of the American Association of University Women in Tulsa, Okla., as it is an organization which is greatly interested in library development in that state.

WESTERN SCHOOL NEWS

HOMER MARTIN, principal of the Santa Barbara High School for the past two years, has been chosen supervising principal of the San Mateo High School and Junior College District, the post recently left vacant by the death of Frank H. Boren. This selection was made by the board after consultation with President Campbell of California, President Wilbur of Stanford, and Doctor Swain, acting president of Stanford. Besides having the support of these leaders of education, Mr. Martin will bring to his new work the prestige of twenty-five years of successful teaching and administration in the schools of the state, and the warm commendation of educators with whom he has worked as a comrade and leader. Aside from his abilities as scholar, teacher, and executive, his associates feel as his dominant characteristic a fine sincerity and strong integrity of purpose that wins the confidence of all who work with him. San Mateo feels it can congratulate itself in securing his services.

ANOTHER POST vacated by untimely death, that of Superintendent of the Santa Cruz City Schools, will be filled by C. Ray Holbrook, Superintendent of San Bernardino since 1923, who will take the place of Karl F. Adams in Santa Cruz.

Mr. Holbrook has won recognition through his achievements in handling the finances of San Bernardino, a district whose financial support is complicated by the large noncontributing railroad properties within its boundaries. In spite of this obstacle, he has been successful in putting over the bond issues which made possible the necessary program of school expansion.

Mr. Holbrook's ability has been recognized by the California State Educational Commission, which asked him to appear before its recent session for the discussion of certain problems of administration.

FREDERICK CHING, formerly principal of the Bay View School in Vallejo, is now a member of the Oakland school system. He is in the department of research and heads a committee on school buildings and school sites.

Mr. Ching has had training and experience in business in addition to his experience in school administration. He is a graduate of the University of California.

THE GREGG PUBLISHING COMPANY announces from its San Francisco office the appointment of Carroll D. King of Los Angeles, as its representative.

RALPH W. SWETMAN, president, Humboldt State Teachers College at Arcata, has resigned to accept the presidency of the Tempe State Teachers College, Tempe, Ariz.

STATISTICS prepared by Superintendent G. M. Green of the Inglewood Union High School district reveal the astonishing fact that the assessed valuation of nonoperative property in this one district exceeds the figures for thirty-three entire counties in the State of California. A study of the statistics of this report furnishes "food for thought" to those who are interested in the equalization of the burdens of school support.

PRINCIPAL E. E. OERTEL of the Orestimba High School at Newman has resigned to go

East for a year's study at Columbia. Oliver Brown, a member of the faculty of the high school, has been selected to succeed him.

Miss Mabel Ellis of the San Francisco schools made a valiant effort to keep her appointment with the California delegation which went to the Atlantic City convention. Missing the train at Oakland, Miss Ellis summoned the resources of modern transportation and flew to Sacramento, where she joined the other pilgrims to the shrine of convention enlightenment.

Apropos of this service of aviation in the cause of education comes the announcement that aëronautic courses are to be offered in high schools throughout the state. The courses will not include actual flying but will consist of studies in aërodynamics, airplane construction, motor study, and air transportation problems. The state office, commenting on these proposed studies, states that the introductory course in aëronautics is intended to develop that air-mindedness which comes from acquiring basic facts as opposed to the emotional appeal of aviation that too often leads to hasty action based on erroneous information.

The Teachers Tenure Act has been upheld by the ruling of Superior Judge Westover in the case of Mrs. Lillian Morris against the Pasadena Board of Education. The court granted Mrs. Morris a writ of mandamus to compel the board to assign her as a permanent teacher and to give her back pay amounting to $8525. Mrs. Morris' claim was based on the fact that in 1925, after two years' employment, she was informed that she was not a permanent teacher, contrary to the provisions of the Teachers Tenure Act.

The Pasadena Teachers Association in its February meeting unanimously voted a resolution recommending modification of the Teachers' Tenure Act. Vigorous discussion led to the conclusion that the provisions of the act as it stands, together with recent court decisions, has tended to defeat the real object of the act, the welfare of the child reached through teacher efficiency.

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Changing Civilizations in the Modern World, by Harold Rugg of Columbia University. Given & Co. A social science book for the junior college. An economic, geographical, and historical study of post-war civilization in the ten leading industrial and agricultural countries of the world. The themes are illustrated with dramatic episodes, interesting pictorial matter, and excellent maps.

Business Training, by A. B. ZuTavern. Commercial Textbook Company, South Pasadena, Calif. Suitable for children of the eighth or ninth grades. The first part gives information leading to the intelligent use of business services such as transportation, communication, banks, insurance, etc., and of business forms, contracts, etc. The second part gives some preparation for performing business services as salesmanship, filing, stenography. The third part deals with personal habits in business, good manners in business, and business morals.

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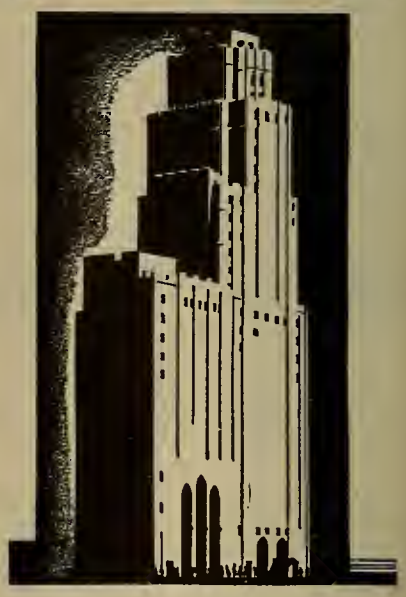

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APRIL, 1930

Helen Heffernan of California, the new president of the Department of Rural Supervisors of the National Education Association. Elected at Atlantic City, February 26, 1930.

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PROGRESSIVE EDUCATION AND MENTAL HYGIENE

By HELEN HEFFERNAN, *Chief, Division of Rural Education*

THE JULIUS ROSENWALD FUND recently called a three-day conference at Hot Springs, Va., to provide an opportunity for a small group of school people to meet and exchange experiences and ideas concerning problems of general education and mental hygiene, especially as these unite in the field of child growth. The conference interested itself particularly (1) in restudying school work both from the standpoint of formal instruction and from the influence on the growing child, (2) in discussing the work of the experimental schools devoting attention to the development of new methods, (3) in discussing notable research upon child growth during the school and pre-school years, and (4) in evaluating scientific research in the learning processes.

Among those present at the conference were: Doctor Beardsley Ruml, Spelman Fund; Doctor David Lewy, Institute of Child Guidance, New York City; Doctor C. H. Judd, University of Chicago; Doctor Harold Rugg, Columbia University; Carleton Washburne, Winnetka; Perry Smith, North Shore Country Day School, Chicago; Charles Spain, Deputy Superintendent of Schools, Detroit; Miss Flora Cook, Francis Parker School, Chicago; Miss Virginia Stone, Community School, St. Louis; Miss Katherine Taylor, Shady Hill School, Cambridge; Doctor Eugene R. Smith, Beaver Country Day School, Chestnut Hill, Mass.; Francis Froelicher, Progressive Education Association; Ralph E. Boothby, Motairie Park Country Day School, New Orleans; Doctor W. Carson Ryan, Swarthmore; L. K. Frenk, Spelman Fund; Doctor William Blatz, University of Toronto; Doctor Wm. H. Kilpatrick, Columbia University; Doctor W. W. Beatty, Bronxville Public Schools; Miss Jane Winne and O. F. Shepard, Punahon School, Honolulu; Doctor R. R. French, Avon, Conn.; Burton Fowler, Tower Hill School, Delaware; Miss Helen Heffernan, chief, division of rural education, California; Miss Caroline Pratt, City and Country School, New York City; Edwin Embree, Julius Rosenwald Fund.

In greeting the conference, Secretary Embree discussed the purpose of the Julius Rosenwald Fund in calling the conference. The Julius Rosenwald Fund has been interested in the promotion of negro education. Over four thousand schools have been partially financed as a result of activities initiated by this foundation. Recently the executives have been interested in county library and public health service and anticipate further extension of activities in the field of general education. The vast army engaged in public education challenges attention. Over one million teachers and twenty-nine million children are in public elementary schools and three and a half million in public secondary schools. We rely upon schools to help our children during the formative period to a complex civilization.

The conference was delimited to the consideration mainly of the education of the elementary school child and to procedures possible to incorporate in the public schools.

The first general problem discussed was: "What is the school's part in developing the whole life of the child?" Important researches are being conducted at the University of Toronto in recording episodes in the life of a large number of children and attempting to evaluate early behavior in its effect upon later life. The problem of maladjustment in childhood becomes of dynamic significance when we realize that 4 per cent of the children now in school will some day be in our insane asylums as life's psychiatric failures. A study of the social history of forty-five boys under the age of nineteen in penitentiaries reveals that all but two had records of persistent truancy prior to their twelfth year. It should be possible through scientific study of each individual child to anticipate the difficulties into which they had fallen. The setting up of adequate mental hygiene programs in childhood will inevitably prevent much maladjustment in adult life.

Doctor Kilpatrick, in discussing this region where mental hygiene and the function of the school overlaps, said: "The whole in the case of any living organism is greater than the sum of the parts. It becomes increasingly evident that the child responds as a whole. His whole nervous system and emotional organization goes into the response. The child is never responding only in one way. The traditional school has overlooked this fact almost completely. All responses must be unified and integrated. The whole child must be considered as he is growing into a larger and larger life. The child's life must include all the appropriate richnesses learned in meaningful connections if it is to be integrated. No drill, no subject matter, should be taught without a meaning connection. Our best hope of a unified, integrated character comes in proportion to the element of purpose—the degree to which the child thinks and acts through a meaningful activity."

Progressive education, in accordance with this philosophy, is defined as a spirit—a moving forward toward an ideal. It is characterized by an inclusiveness of everything that has to do with child development, by the use of scientifically determined methods, by an atmosphere that removes restraint and encourages freedom. It makes of the teacher not a prescriber of educational doses but a guide to child research.

Doctor Judd discussed the *science of education* as a unique American institution. It began in 1897 when Rice in attempting to secure a basis of comparison of school systems gave a series of spelling tests and revealed the futility of the spelling grind.

Out of this critical evaluation came other studies. Studies of retardation by Maxwell and Ayers startled the people. We are living in the age of the educational survey. This is uniquely American. Europe has never faced the issue of self-criticism. The self-conscious examination of educational vices and virtues has developed clear definition upon which to develop administrative machinery.

The question was asked concerning the reason for the superiority of European secondary schools alleged to exist by many recent investigators. Doctor Judd suggested that European schools appear superior to American schools because of the drastic selective system. The American people are committed

to a program of available secondary school opportunity for all children.

Various practical school people contributed to a philosophy of modern elementary education. To secure an integrated personality we must educate every child—body, mind, and spirit—every avenue of the child must be open. Three basic considerations are essential: (1) the child's own experience is going to teach him—we can no more learn for him than we can eat for him; (2) the social nature of the child must be provided for in a rich, stimulating, and varied environment; (3) children must have techniques developed through purposeful living experiences—read to find something, write to tell something.

Creative education implies something that "stretches a person's power." It is needed in the world today to provide people who can use machinery and not be dominated by it, who can look objectively at their own behavior in this age of rapidly vanishing old sanctions and taboos, who can be resourceful in new situations.

The new education has developed new techniques as education becomes at once an art and a science:

1. Technique of using other bases of information in other ways than from books—as the excursion.
2. Technique of first-hand information.
3. Technique of organizing materials.
4. Technique of organizing relations, developing inferences and meanings, using imagination on facts collected.
5. Technique of using reference work to answer questions.
6. Technique of seeing from many points of view and keeping a tentative point of view.
7. Technique of systematic thought in the field of knowledge.
8. Techniques that give reach and range in imagination and social life—art and music.
9. Technique of working together in an informal situation.

"What shall we keep of the old education?" was asked. Doctor Rugg of Columbia emphasized the necessity of ridding ourselves of preconceived ideas of content or organization. The responsibility of the school is to introduce the American boy and girl to the life about them. What to teach and how to teach must be determined by objective methods. Measurement is involved in objective methods but is only one element. At present we see the whole child adjusting to life through a curriculum of activities, through excursions to obtain first-hand experiences, through individual research, through group discussion, through practice activities and creative activities.

Our first responsibility is to eliminate the lag. The new curriculum will give emphasis to the problems of contemporary civilization. Our objective is the production of constructive-minded young people capable of living with others. Education must provide for more—it must provide for an individual self-culture. It is just the creation of erudition and problem solving that is essential—we want the cultured man. Creative education has more to do than making the most of oneself and living with others. The something else is freedom and ability to say the things one's own way, no matter what the world around has set up as a norm—this is individuality.

CONSTRUCTED from a portion of a $725,000 bond issue, R. D. White, Superintendent of Glendale City Schools, in February opened three new schools, two primary and one elementary. The Glen Oaks and Balboa kindergarten-primary, three-teacher schools, were built at a cost of $44,729 and $50,353, respectively. The elementary school for ten teachers, cost $105,715. This building was named the Mark Keppel School. Glendale, so far as we know, is the first city in California to so honor Mark Keppel, for a quarter of a century, one of the most dominating and prominent of California educators.

Glendale has three intermediate schools, seventeen elementary schools, four of them primary only, and a school population of 8400. It has been the policy of Superintendent White and the Glendale Board of Education, to build many small elementary schools, so located that traffic hazards are at a minimum and that small children are within easy walking distance of them.

FORREST V. ROUTT, Superintendent of Alhambra City Schools, has for several years placed superior pupils together in classes where they may advance at a more rapid rate. Pupils thus placed gain a semester or two in grade placement and the records show they accomplish this with no impairment of health.

DEPARTMENT OF RURAL EDUCATION

Conducted by HELEN HEFFERNAN
Chief, Division of Rural Education of the State of California.

Difficulties Faced by Rural Teachers

By HELEN HAY HEYL, *Assistant in Rural Education, New York State Department of Rural Education.*

[EDITOR'S NOTE: The results of Miss Heyl's researches in New York might have been acquired by canvassing the problems of rural teachers in any locality. The challenge to help teachers in solving the problems which, if left unsolved, lead to personality disintegration and maladjustment seems most significant as one reviews the situations presented by Miss Heyl.]

THE FOLLOWING PROBLEMS are typical of the three hundred or more reported by a sampling of 157 rural teachers scattered throughout fifteen counties in New York State. Do these suggest the need for a new emphasis in rural teacher training and new procedures in supervision?

Child Development Problems

Slipshod Mental Habits. What can I do for a child who has poor concentration, slipshod mental habits, and no reserve power. She does not seem abnormal and makes no trouble in school; but I cannot lead her to discipline (control) herself as my other children do. I know I ought to help her more, but I do not know how.

So-called Stubborn Child. Unable to comprehend that some one must always lead in any activity. Cannot seem to grasp "fair play" and "sportsmanship." Is generally obedient to teacher, but is handicapped by his attitudes. How can I help him?

Good Manners. In general the boys detest "manners" and think if they show any courtesy to the girls they are "sissies."

Bad Home Influence. My nine-year-old boy is not dull, but does not want to learn. His home conditions are very bad. He smokes and tells me occasionally of drinking. His mind seems to run only to bad things, such as fighting, shooting, etc. He sometimes says he would not care if he had to go to prison. In spite of all this he is orderly in school and has a very good heart. He always wants to share his candy with me. He begs me not to punish the other children. How can I help this child?

Day-dreaming. My big girl finds it very hard to concentrate. She will work for a few minutes and then spend a half hour gazing blankly out of the window unless I call her back. This habit is getting worse. She is a bright child. What can I do to help her? I have used a great many different methods, but so far none works.

Nervousness. I have a third grade boy who is very nervous. He is unable to read or spell. His arithmetic work is very good, but he often sets numbers down backwards. His memory is excellent and he loves history stories. I have tried every method I know, but cannot teach him to read. What ought I do next?

When Fears Beset. How can I help pupils to overcome fear of thunderstorms?

Loss of Confidence. My chief problem is with a boy who is a good student in every subject except arithmetic. I have studied him during the year and believe he has lost confidence in himself. He can do the fundamentals all right, but when he comes to a problem of any sort he absolutely will not try. His only response is, "Can't do it."

Quarreling. Two boys quarreling over books. In a way, each had a perfect right to the books. Trouble in teaching "give in."

Peevishness. A peevish child whom her parents at one time whipped severely to break her will and to make her obey is especially offended for being corrected. She does not cause any disturbance in school, but pouts. I fear she will grow increasingly ill-mannered. How can I help this child?

Falschoods at Home and at School. A mother kept her daughter home to care for the baby while she went away. The next morning she wrote a note saying the daughter was sick. The daughter was able to go to the movies the night after she

took care of the baby. This child frequently tells me falsehoods about small matters. How can I teach her to be truthful when her mother lies? Another question is how shall I mark my register for the day she was away?

Growing-up. My girls seem to be "boy crazy," writing announcements of their weddings, etc., to certain boys. Girls choosing sides as a result of a church party. Certain boys took the "wrong" girls home. Trouble carried over into school, especially at recess period. How can I help and guide these young people?

Homemaking Problems

Hot Lunches. Ours are not turning out very well because I know so little of cooking. Where can I get some help?

Environment. I know that a beautiful, well-ordered environment will help to educate my children, but my drawing syllabus does not tell me how to use art principles in arranging the furniture and decorations of my schoolroom. I have a feel for color, but do not know principles of arrangement.

Good Housekeeping. Most of my pupils come from dirty, poorly kept homes. How can I use the school environment to teach them better ways of living? Where should I begin? I wish we had a course of study in this subject.

Sickness and Accidents. Twice a child has been hurt slightly on the school grounds and one little girl was taken very ill last week. I wish I knew more about taking care of such things.

Rearing Children. I wish I knew as much about developing children as I do about methods of teaching arithmetic. It seems to me most of my problems come from not knowing enough child psychology. What could I read that would help me?

Other Problems

Music and Art. We have no course of study for teaching those in one-room schools, but the children need it so much. I think we should have special help here.

Penmanship and Reading. I have just finished my penmanship course and have a certificate, but part of the first grade work seems to conflict with the child's development of good reading habits. How can I harmonize these two classes?

Spelling and Reading. My spelling outline tells me to choose words from the children's reading lesson for the spelling class. When I was in training class last year I was taught not to do this unless the children needed such words for written work, because it would tend to make them spell out the reading words. Which advice should I follow?

Foreign Child. What can I do to teach my American children to respect the one Slavish child in their group? I find them teasing him at recess.

Difficult Mother. Mother of child in school is mentally unbalanced. She is not dangerous, but is a general nuisance as she comes to school, interrupts work, and cannot and will not be "snubbed."

Grouping. How to group my grades so that I can get the necessary teaching done.

Play. Not enough space, no play apparatus.

Materials. How to get along without needed materials, books, seat work, and the like.

Time. I cannot find time for supervised seat work, yet any other seems wanted effort.

Agents. How can I get rid of book agents?

Self-improvement. My chief problem is oral English. I cannot get the right word to express myself when I need it.

Teacher in Trouble. I have lately found that many pupils have told falsehoods about their teacher.

The Principal Doesn't Understand. I teach in the grades of a small rural high school. Two of my boys were reprimanded by the principal for running down the stairs. They were resentful and caused me much trouble. I must be loyal to the principal, but I do not think these boys should be expected to do any differently when the high school boys always run on the other side of the same stairs.

Too Odoriferous. Boys trapping and coming to school with the odor of skunk on them.

Help! Help! How nice it would be if some one could come in and help with reading troubles, and with the new geography work. The articles Miss Bennett, training class teacher at Alfred, sent out were such a lot of help, but we never get them any more.

Home Interference. The chief difficulty met with was children quarreling. The parents in the district do not agree and some of them influence the children to do mean things. For instance one mother told her child to get up and slap another child in school if the child mocked her. Consequently the child did as the mother told her.

Poor Classification. In my one-room school the different range of children's ages makes my greatest difficulty.

Many Troubles. A round stove—we had to burn wood in this and the wood had to stand on end and, if it was not watched, the fire went out. No kindling was provided. Janitor work was not done well. I think a janitor should have a contract so he would know what he should do. The trustee hired his son.

Boys wearing rubber boots all day. I asked them not to wear them in school. One parent became very angry over this. I succeeded in getting the others to bring slippers to wear in the schoolhouse. This same family didn't like it because I put up paper curtains about sixteen inches wide on the windows. They said their children couldn't see. This was because, in the fall, the boy didn't pass his eye test.

Five-Year-Olds. Also "what to do" with the five-year-olds after 2:30 p. m. These live too far away to go home alone and, if they are let out to play, then "school is not keeping its hours."

Determined Teacher. The idea of hot lunches was hard to introduce, but am overcoming that somewhat, as long as I furnish all utensils, work, and ask for very little to be brought. Even if I bring it, they shall have something hot on winter days anyway.

Tired Out! The school in which I teach is a two-room school of about forty-eight pupils. During the winter months the great problem is that of the noon recess. A majority of the pupils bring their lunch, so it is a noon of continual discipline or riot. There is an attic where they can play, but that means continual supervision in a very cold and dusty place during the entire noon hour. No teacher can be in the best condition to carry on her work in the afternoon. Even the poorest laborer can have half an hour's rest at noon, but this is not for the rural teacher.

A Significant Conference

Chico State Teachers College acted as host to a significant conference of County Superintendents, county boards of education, and rural supervisors on March 21 and 22. President C. M. Osenbaugh was the chairman of the meeting.

The representation was:

Counties	*County Superintendents and Rural Supervisors*	*County Boards of Education*
Modoc	2	5
Lassen	2	5
Siskiyou	1	0
Colusa	2	5
Sutter	2	2
Yuba	2	4
Placer	3	4
Shasta	2	5
Tehama	4	3
Butte	5	3
Glenn	2	5
Yolo	3	4
Nevada	1	3
Lake	1	1
El Dorado	1	3
Total representation	33	52

Miss Helen Heffernan, chief, division of rural education, State Department of Education outlined the general problems of the conference on four major questions:

1. Would economy of time and effort, improvement of courses of study, increased teaching efficiency, and a reduction in retardation result from *uniformity* of *curriculum* in these northern California counties in which such conditions as mobility of pupil population, school organization, and equipment are similar?
2. Would a uniform *program of measurement* in which counties would give standard tests at the same time and compile resultant data in a comparable form provide a measure for the effectiveness of the curriculum and a basis for a scientific supervisory program?
3. Would a program leading to *a modern child accounting system* result in a better adaptation of instruction to child needs and a better articulation with secondary education?
4. What is the present status of the county board of education examination for the certification of teachers?

In the general conference, great interest was manifested in the proposal of a coöperative curriculum-making project for these counties. Selection was made by representatives of each county as to the specific problem each would undertake. The following division of responsibilities met with unanimous approval:

Committees	Counties
1. Health Education	Tehama–Butte
2. Arithmetic	Siskiyou–Nevada
3. Language Arts (including language, spelling, and writing)	El Dorado–Sutter–Lake–Yolo
4. Social Studies (including civics, geography, history, safety, thrift, and character education)	Shasta–Lassen–Placer
5. Reading	Plumas–Yuba–Modoc
6. Nature Study and Agriculture	Colusa
7. Organization of Programs and Curriculum for One-Teacher Schools	Glenn–Butte

The importance of teacher participation in course of study-making was strongly emphasized. In order that the utmost teacher activity under expert guidance could be secured, the representatives agreed to organize regular extension courses in each county on the specific problem undertaken and secure instructors from Chico State Teachers College or other teacher-training institutions to direct the projects.

A clearing house and editing committee was organized to consist of R. C. Merrill, H. M. Bell, and A. G. Rinn of the Chico State Teachers College, two members of the northern section, California Rural Supervisors Association, and one member to be selected by each county board of education. Miss Heffernan was appointed chairman of the committee. The committee was given power to act in organizing the proposed curriculum studies.

Julian McPhee of the State Department of Education discussed the problems of nature study and agricultural education and said in part:

"The future welfare of rural communities in California is dependent upon successful agriculture. The success of the farmers is dependent on education and it is up to the public school system to furnish this need. The country does not need more farmers, but better farmers who are able to cope with the various productive and economic problems.

"Education along these lines should start in the elementary schools. The secondary schools are, at the present time, developing rapidly along vocational agricultural lines. Very little has been done, however, in the lower grades. All rural elementary schools should acquaint their pupils with a knowledge of their environment and the various agricultural problems. This should be done on a pre-vocational basis, through courses in nature study and agriculture. In this way those who definitely plan on going into agriculture will be given an impetus to continue their agricultural education in high school, and it will aid those not planning on going into agriculture to understand the problems of the farmers.

"In order to establish a program of this type it is necessary that a state-wide outline for nature study and agriculture be established, with the help of those interested in this field. The state teacher's colleges should train their graduates for rural schools with a knowledge of rural sociology and agriculture, and there should be agricultural supervisors working out of County Superintendents' offices in as many rural counties as can afford this type of supervision. The rural elementary school teachers should seek the aid of high school teachers wherever possible in carrying out a program of this kind."

A. G. Rinn followed with a practical demonstration of a unit of work in agriculture.

Miss Van Hagan presented the states' program for physical and health education. Mrs. Aller of California Tuberculosis Association discussed the Chico program for teacher training in health education.

R. C. Merrill spoke on the "Preparation of Teachers for Rural Service" and referred to activities of the extension service in curriculum making in Butte and Modoc counties. Mr. Bell spoke on "Extending the Influence of the Teachers College to Its Graduates" through a system of follow-up. He discussed briefly the feasibility of a uniform testing program and a child accounting system.

In regard to the problem of county board examinations for the certification of teachers the consensus was embodied in the following resolution:

"WHEREAS conditions no longer obtain that existed when provision was made whereby candidates for certificates might qualify for teaching in the public schools of the state by examinations conducted by county boards of education, and

"WHEREAS the best interests of the schools of the state are served through professionally trained teachers and adequate provision for such training has been provided by the state, be it

"*Resolved*, That this conference recommend that the practice of certificating teachers through county examinations be discouraged and be reduced to the least possible minimum and that legal provision relating thereto be modified in such a way as to delegate this power to the State Board of Education."

In summarizing the conference, President Osenbaugh expressed his eagerness to extend the usefulness of the institution into every section served by Chico State Teachers College. His invitation to make this conference an annual event received enthusiastic acceptance by the conference.

The nature of the conference was essentially democratic. The ideal was to enlist the activity of everyone concerned in the education of children to the end that a course of study might be developed representing forward-looking professional practice and adapted to the conditions in the area concerned. It is believed that the experiment of inter-county curriculum coöperation will stimulate general interest.

EDUCATING FOR TOMORROW

THE OPENING of the school year will bring relief to some of the young people who find prolonged leisure burdensome and tedious. To others it will mean the added joy of the school atmosphere and environment. To some parents it will bring relief from the distraction of keeping the children occupied and entertained. To others it will mean heavy hearts when they see for the first time the school sharing with the home in the training of the child. To some young people it will mean a struggle to give up a remunerative position for what may seem to them less profitable work. Others will have a consciousness that no matter how lucrative the position, it will be more profitable to resume schooling. These view education in terms of the future returns. Financial needs may dictate that others continue their earnings to permit resumption of the schooling later on. This training will be profitable, as a year of any work should produce, in addition to the disciplinarian value, a more wholesome regard for the advantages of education. The danger to this group is the "cooling process" that takes place during such intervals, with a resultant diminishing interest.

It is hard to say when a boy or girl has had sufficient training. Such training usually increases opportunities as well as incomes. It would seem a wise policy to be liberal in estimating the amount of educational training required rather than be forced to acquire it at an age when they are less susceptible to it. The fact that young people in increasing numbers are today taking this precaution makes the situation more emphatic and the demand more imperative.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

March and April in California have been a traveler's delight.

A year that promised drought, scorched hillsides, barren orchards, starved cattle, crop failures, has through late well-timed rains become a garden of richness.

Southern California is fragrant with fifty miles of orange blossoms. The hills of Santa Barbara from the coastal highway and up through the mountains give pastoral scenes so vivid in color and clear cut in outline that if put upon canvas would be considered unreal.

San Luis Obispo, Paso Robles, Atascadero, for once are garlanded in green grass with prosperity threatening. And the Salinas Valley has its vast acreages of poppies, lupines, buttercups, fields of orange, yellow, scarlet, purple, blue. Even the lettuce fields with their parallel rows of green dots take on a springtime effect.

The Santa Clara Valley again is a sea of orchard bloom of apricot, cherry, prune, peach, pear. Saratoga, Mayfield, Los Gatos, Hollister, are flower cities.

Napa, the "Valley of the Moon," Sonoma, Santa Rosa, Sebastopol, Healdsburg, with prune and cherry and pear, are aburst in different shades of whiteness and there are valleys cradled between mountains where the redwood trees fill in the skyline.

Monterey Bay is of turquoise. The fishing boats lazily bask in the sunlight. Pop Ernest caters to the epicures. Carmel, the Monterey cypress, the new green on the oaks, golf greens, the rocks, give poetic license to the artist's coloring and zest for living to mere mankind.

Pacific Grove is a vital part of the Monterey peninsula. It lies midway between Monterey proper with its Presidio, Colton Hall, Custom House, old haciendas of Spanish days, and sardine canneries of modern days, and Carmel with its most beautiful of missions, artistic homes, and flowering gardens.

The configuration of the land upon which Pacific Grove lies is that of a sloping hill that rises from the bay's waters to a pine ridge several hundred feet high, a mile to the rear. With streets parallel to the sea waters, every house has a panoramic view of Monterey Bay. For this reason, Pacific Grove has become mainly a place of homes, and in this census year expects to be enumerated at over five thousand persons.

In education, Pacific Grove has much in its record of accomplishments, due to the fact that in the administration of its grammar school it has had for the last sixteen years the continuous services of the same man, District Superintendent of Schools R. H. Down. Mr. Down has carried on a vigorous educational policy, adopting the best of the new ideas that have come forward, and putting them into effect through a fine corps of teachers. Mr. Down is considered one of the leading educators of Monterey County. Off and on for twelve years he has been a member of the Monterey County Board of Education and has actively advocated strong courses of study.

Pacific Grove enrolls 750 pupils taught by twenty-three teachers. These pupils are housed in a modern building of Spanish architecture, with sixteen rooms and an auditorium of 750 capacity. This past year an addition of four rooms was made which included a kindergarten room. Among the special features of the building are a paved inside court set with benches made by the manual training classes, that are used for outdoor study. The schoolhouse faces the west and the pupil has only to raise his eyes to see the Pacific Ocean.

Creative education has been the theme that Mr. Down and his teachers have been stressing the past year with most excellent results. This method is inaugurated in the kindergarten under Louise Oliver and carried right through the grades. Each teacher carries out her own theme. Thelma C. Williams, the librarian, who teaches the low fifth grade, has a class that is making toys with coping saws. In the low sixth grade room, in charge of Pearl Burchette, the pupils in their activity work have been setting up on the sand table the results of their studies of foreign countries. In this room Miss Burchette has drawn foreign scenes on the windowpanes with colored chalks. In the low third grade room, under Esther Cummings, who is also in charge of girls' athletics, a motion picture has been made from drawings by the pupils and from which a lecture is given by a pupil.

In the seventh and eighth grades this year, Mr. Down has introduced the departmental system. While there is no junior high school organization in Pacific Grove, the seventh and eighth grades are organized on that basis. Those in charge of this departmental work include Jessie Palen Wood, vice principal, English; Viola H. Miller, mathematics; Madelaine C. Ehmann and Ruth Byers, Social Sciences; Olive Hanger handles the music and art for the whole school. The position of school music and attendance officer was inaugurated for the first time this past year and the position is held by Mae R. Slater.

That good work is being accomplished in the school is shown by the decorum of pupils. At recess and at noon only two minutes are given to the pupils to get to their classrooms. The quickness and suddenness with which the children become quiet and get down to work is most noticeable. The citizens of Pacific Grove are proud of their grammar school and its success and show their appreciation by keeping Mr. Down as District Superintendent. Mr. Down claims a great deal of the success of the school comes from the whole-hearted coöperation of the Board of Trustees in backing up progressive educational

Pacific Grove Grammar School, R. H. Down District Superintendent.

policies. The Board of Trustees consists of the following: William T. Moore, Doctor J. J. Williams, clerk, A. B. Jacobsen.

Education Week in Pacific Grove will be celebrated by an exhibition of all school work, an operetta, "The First Court," by the third, fourth, and fifth grades, under the direction of the music director, Miss Olive Hanger, and a recital of the girls' chorus of eighty voices.

For promotion of good sportsmanship between the schools of Monterey peninsula, a baseball league has just been formed by the schools of Carmel, New Monterey, Monterey, Del Monte, Oak Grove, and Pacific Grove. Games will be played with the indoor baseball.

George W. Hall, District Superintendent of the San Mateo grammar schools, has the record of thirty-two years of continuous service as head of that city's schools. At the beginning, six teachers and 150 pupils were the problem. Now seventeen hundred pupils, fifty-one teachers, six kindergartens, and eight schools create a busy schoolman's day. Mr. Hall and W. J. Savage, District Superintendent of Daly City, are the deans of schoolmen in San Mateo County.

Miss C. Moreland Preston is in her first year as supervisor of elementary schools of Burbank. It is also her first year in California. Miss Preston is a graduate of Columbia University and a native of St. Louis, Mo., where she has previously taught. For her present position, Superintendent F. A. Henderson of Burbank secured Miss Preston from the Colorado State Teachers College.

The Salinas grammar schools under Superintendent Arthur Walter continue to increase in enrollment along with the rapid growth of the city, due to the most favorable agricultural conditions in the raising of lettuce in Monterey County. The increase of the Salinas grammar schools for the last five years averages from 5 to 35 per cent. This last year the increase

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was 26 per cent. The increase in enrollment over that of six years ago amounts to 145 per cent.

THE SAN LUIS OBISPO city schools under Superintendent Charles E. Teach will devote April 30 and May 1 and 2 to a demonstration of the work and capabilities of the entire school system. On April 30 will occur a grand musical extravaganza made up of voices from all the schools from the primary through high school. This extravaganza will be under the direction of Jessie M. Weber, supervisor of music.

ON MAY 1 the program includes a pageant of May by the kindergartens and a demonstration of physical education and play, developed under the direction of the physical education directors, Frank Holt and Helen Robinson. On the third and last day there will be drama, music, and exhibits of the work of all the schools at the high school building. This three-day program is planned to bring closer understanding of school work and conditions to the patrons of the schools.

On March 31, a great reception was given Miss E. Ruth Pyrtle, principal of the Bancroft High School, Lincoln, Neb., and president of the N. E. A., at San Luis Obispo under the direction of the teachers' club. The entire teaching body of San Luis Obispo County was represented at this reception. Talks and responses were heard. The entertainment consisted of an old time Friday afternoon program for rural schools.

The San Luis Obispo City Board of Education is considering the adding of seven rooms and an assembly room to the junior high school and the erection of a gymnasium for the high school. The cost to approximate $100,000. It has not been decided yet whether the cost should be provided by bond election or by special tax.

MELROWE MARTIN, Superintendent of Ventura Schools, who is pioneering the development of the 6-4-4 plan in a town of less than twenty thousand population in California, on February 20 moved the senior high school and junior college into its new $400,000 quarters built upon a fifteen-acre campus. The Ventura city school enrollment is now approximately: Elementary (1 to 6), 1400; junior high school (7-8-9-10), 1200; senior high school–junior college (11-12-13-14), 300.

MISS ETHEL CARROLL, librarian of the Oxnard Public Library, is president of the Women's Business and Professional Clubs of Southern California.

HORACE C. COE, Superintendent of Imperial County Schools, and the Imperial County Board of Education met bookmen March 8. The seven representatives present were C. W. Roadman, B. H. Sanborn & Co.; T. A. Dempsey, American Book Company; E. F. Burrill, Ginn & Co.; E. W. Harvey, D. C. Heath & Co.; C. E. Cave, Macmillan Company; Fred C. Secrest, World Book Company; and W. M. Culp, Harr Wagner Publishing Company.

Ginn & Co. has taken to the air in covering county board meetings. E. F. Burrill, one of Ginn & Co.'s representatives in Southern California with headquarters in Los Angeles, made the March 8 Imperial County Board meeting traveling on one of the regular transcontinental planes. He left Los Angeles at 8 a.m. and was in El Centro at 10:30 a.m. Mr. Burrill saw the Imperial County Board and left on the 2:30 p.m. plane, landing back in Los Angeles at 5 p.m.

The 550-mile round trip if made by train would have necessitated two nights on a Pullman at a cost practically the same as that by air.

THE HUNTINGTON PARK Union High School district under the leadership of K. L. Stockton, supervising principal, has become one of the most prominent high school systems in Southern California. Especially has Mr. Stockton's program of co-

ordinating instruction in the vocations with part time in school and part time in work in the industrial plants in Huntington Park been successful. Huntington Park's latest high school development has been the starting of the erection of the South Gate High School as a new unit of the union district. This South Gate High School will start with classes for the ninth and tenth grades, with the prospect of becoming a full four-year high school in three or four years.

The laying of the South Gate High School corner stone took place on January 25, and R. W. John Stewart Ross, deputy grand master of Masons of the jurisdiction of California, officiated at the ceremony.

Jerome O. Cross, Superintendent of Santa Rosa Schools, was heard over KLX recently in the introductory remarks to the broadcasting of selections by the Santa Rosa Symphony Orchestra. A recent election in the Santa Rosa Union High School district and the Analy Union High School district, called after the provisions of the new state law regarding the foundation of a junior college district, resulted in the foundation of a junior college of the two union high school districts.

This accomplishment, favored by Superintendent Jerome O. Cross of Santa Rosa, takes the Santa Rosa Junior College out of his jurisdiction and that of the Santa Rosa City Board of Education and places it in the hands of five junior college board members, three chosen from the Santa Rosa Union High School district and two from the Analy Union High School district.

The immediate problems facing the new junior college board have to do with the housing of the Santa Rosa Junior College, and three solutions confront the board: They can carry on in the present quarters in the Santa Rosa High School buildings by paying rent, or erect temporary quarters, or take steps to acquire a separate campus and erect permanent buildings. The erection of a beautiful new $96,000 high school gymnasium on the Santa Rosa High School grounds was a permanent improvement of this past year.

Charles W. Wiggins has been appointed principal of the Healdsburg Grammar School following the sudden death of H. R. Bull, veteran principal of the school, March 17.

Mr. Wiggins is one of Sonoma County's best known schoolmen. Since 1911 he has been connected in school work in that section of the state. His experience includes teaching in country schools, six years under former County Superintendent Ben Ballard as attendance officer; attendance officer for the Santa Rosa city schools under Jerome O. Cross, and, for the last three years, the position of supervisor of physical education and emergency teacher under the present Sonoma County Superintendent of Schools O. F. Staton. Mr. Wiggins' educational experience includes certification by county examination, work at the College of the Pacific, service overseas, and attendance at the University of Rennes.

Mr. Wiggins was chosen to follow in the footsteps of one of the most beloved schoolmen in Sonoma County, which is a great honor and shows what is thought of his ability and worth.

F. I. Selzer, for many years Superintendent of the Cloverdale high school and grammar school, has been appointed to the Sonoma County Board of Education. Mr. Selzer was appointed to the vacancy caused by the recent death of H. R. Bull of Healdsburg.

Superintendent Elmer L. Cave of the Vallejo schools has recently submitted to citizens of Vallejo a survey of the junior high school building situation in the city. This survey was made by Andrew P. Hill, chief of the division of schoolhouse planning of the California State Board of Education, who in his report considered the problem of providing for the normal increase in the junior high school enrollment for the next ten years and made recommendations. The present George Washington Junior High School building is a four-story wooden structure eighteen years old—very inadequate for modern high school purposes, situated on a 2½-acre site in the center of town. The report recommends that a new ten-acre site be secured on the west side of town where it is comparatively cheap and the land is level. For the erection of a building on this site a bond issue for $230,000 is advised, of which half will be for the elementary district and the other half for the high school district.

The old site of the junior high school is not to be abandoned but the building is to be refurnished and turned into the Lincoln School. The present Lincoln School building and site will then be sold. In addition, out of general taxation, the sum of $10,000 yearly is budgeted for the ten years to aid in carrying out provisions of this junior high school program.

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NEWS AND COMMENTS

By HARR WAGNER

PROGRESS MEANS to augment the good in the old and welcome the good in the new education.

THERE ARE MANY PETITIONS being circulated for the bill creating a cabinet place for the U. S. Department of Education. It is opposed by those who are against a centralized form of government. However, the creation of a cabinet position does not necessarily mean interference with state and local government of the public schools.

MEMBERS OF THE ADMINISTRATION of schools of San Francisco have organized a unit of the Federation of Teachers. The American Federation of Labor a few years ago encouraged the organization of teachers in unions, to be affiliated more or less with the regular labor unions. The American Federation of Labor has established a splendid record of service both for the public schools and its members. The establishment of affiliated branches among teachers and administrators is something different. Ex-City Superintendent Cole of Seattle was outspoken in his opposition and resigned rather than serve under a Board of Education dominated by the unions.

EDUCATIONAL LEADERSHIP should be based on the principles of expert knowledge and not upon ability to organize groups.

Professional organizations should be sufficiently potential to handle every problem that faces the modern teacher. There is grave danger in leadership, not based on professional principles, to the teaching profession. There is no immediate cause for apprehension, but what of the future?

THE APRIL ISSUE of the California *Quarterly of Secondary Education* edited by Horace Rebok has a rich and timely table of contents and is in many respects the best edited, best printed, and best presented educational publication in the United States. The articles by A. C. Argo and S. S. Mayo, Merton E. Hill, and Phillip W. L. Cox are of special interest.

THIS IS THE DAY of research, the day of standard texts, the day of activity programs, the day of social science courses, and the day of orientation. However, the citizens are not jumping at conclusions. School administrators must present evidence. Results must indicate a better type of education. The system of fifty years ago gave to our country men and women of character, integrity, and ability. The generation that is passing leaves a foundation for the next generation to build on. We are willing to step aside or be pushed aside, as many a schoolman who fought for progress fifty years ago has been, but the superstructure on the foundations built by our predecessors must be worth while. The next generation will have good material with which to build. We hope it will not be destroyed or weakened by widespread experiments. School administrators should have all the modern service aids in their work but should not jump at conclusions.

RETIRED TEACHERS

DOCTOR A. W. PLUMMER of Los Angeles, who recently celebrated his eightieth birthday and received many congratulations, sends the following resolutions:

FELLOW TEACHERS, ACTIVE AND RETIRED:

The following resolutions were adopted by the California Retired Teachers Association at a meeting held in Los Angeles December 3, 1929.

We wish to express our gratitude to the California Teachers Association for the consideration that has been given retired teachers. The Southern Section, especially, is to be commended for the unselfish efforts to establish a home for superannuated teachers.

While the following resolutions embody our views, we wish to coöperate in every way with the California Teachers Association and aid them, if possible, in securing the passage of a new, safe, and just pension law.

Resolutions

WHEREAS a questionnaire has revealed the fact that many California teacher annuitants are living in privation and want of medical attention; and

WHEREAS many are bedridden or suffering from nervous afflictions directly traceable to the worry and hardships of pioneer teaching experiences; and

WHEREAS former teaching conditions were such that it was impossible for many to marry or provide for their own old age, hence they are now alone and facing the humiliation of becoming public charges; and

WHEREAS the younger group of annuitants are overworking at uncongenial tasks in order to eke out a living; and

WHEREAS these annuitants, teaching with inadequate salaries, poor equipment, and under the hardships of pioneer conditions, were the builders of California's present splendid educational system: Therefore, be it

Resolved, That the State of California owes her retired teachers an adequate recompense;

Resolved, That the Legislature of the State of California be asked to "honor the parents" of her school system and her good citizenship by voting an increase to the deferred salary now being paid;

Resolved, That a minimum retirement salary of $720 per annum for thirty years' service be the basis of such increase;

Resolved, That annuitants shall return to the salary fund $240, payable in quarterly installments of twenty dollars;

Resolved, That we favor a flat rate for all teachers;

Resolved, That the Legislature of the State of California be asked to make an appropriation to place the present retirement fund upon a sound basis.

Signed:

LAURA E. SETTLE, *President.*
ELIZABETH SMEAD, *Secretary Treasurer.*
MARY S. MURPHY, *Chairman Executive Committee.*

MRS. DRUSILLA H. RHODES, who devotes half her time to the duties of rural supervisor and director of curriculum study of San Luis Obispo County under County Superintendent Robert L. Bird, and the other half as director of curriculum of the San Luis Obispo city schools under Superintendent Charles E. Teach, has practically finished the social studies for the course of study for the two systems.

JAMES A. WALKER of the King City grammar school is a member of the Monterey County Board of Education.

INTERESTING QUOTATIONS AND ANECDOTES

From the New Biography Entitled "Joaquin Miller and His Other Self"

This book has been favorably reviewed by such outstanding critics as Uffington Valentine in the New York *Times* Book Review; by Robertus Love in St. Louis *Globe Democrat;* by Ida Gilbert Myers in Washington *Star;* by J. P. G., Kansas City *Star;* John D. Barry, San Francisco *News;* Will Allen Droomgole, Nashville *Banner;* The Oakland *Tribune;* Nadia Lavrora in the San Francisco *Examiner;* George Douglas, Los Angeles *Examiner;* A. E. Winship, *Journal of Education;* Roy Cloud, Sierra *Educational News;* Arthur Chamberlain, *Overland Monthly; The Bookworm* and others over the radio.

Joaquin Miller's real name was Cincinnatus Hiner Miller, not Heine. The Century Dictionary and many other standard publications make the statement that his real name was Cincinnatus Heine. Harr Wagner quotes from a letter of George Melvin Miller, the youngest brother of the poet, as follows: "Joaquin's birth name was not Heine, but 'Hiner,' given him by his mother, after Doctor Hiner, who waited on Mother when Joaquin was born. There are a lot of literary damned fools who insist they know more about our family than did my mother."

This biography of Joaquin Miller is unique in that it develops a dual personality. In the introduction, the author states "He was not hooked up properly. His life represented an extreme form of dualism. His duality was not like St. Augustine's. He was not fascinated with the principles of good and evil, or light and darkness. In fact, there was no antagonism between his physical and his spiritual self. His spiritual conscience never nagged his unconventional physical acts."

From "Joaquin Miller and His Other Self," by Harr Wagner: "Joaquin Miller is the most picturesque figure American literature has produced. He knew it. His ego, however, was not intrusive, but presented with a childlike simplicity. When introduced as California's greatest poet, he resented it and replied, 'That title belongs to Bret Harte. I do not represent California, but a little hill called "The Earth."' When Edmund Clarence Stedman heard the story he said, 'I am surprised that Joaquin did not say "the Universe."'"

In Harr Wagner's biography entitled "Joaquin Miller and His Other Self," there are a number of very interesting letters by the poet. One, written in 1868, long before he was famous, shows his kindness and consideration for animals. He wrote as follows to his brother, James H. Miller: "By the way, don't work old Jeff too hard, please. He has been a faithful old brute. Like his old master, he had a wonderful energy—but like me, he is worn, and like me, he is entitled to some repose. Don't part with him under any consideration, and when I see you I will give you a *good young* horse in his place if you want it."

The officers of Shasta County, Cal., take great pleasure in showing a document where Joaquin Miller was indicted for stealing a horse. The document, signed by James B. Dix, district attorney of Shasta County, and D. D. Harrell, foreman of the Grand Jury, states that on July 16, 1859, Cincinnatus Hiner Miller was charged with stealing, driving, and taking away from one Thomas Bass, one gelding horse valued at $85, one saddle valued at $15, and one bridle valued at $5. A posse followed, recovered the horse, and brought Miller back and lodged him in the jail at Shasta. In the middle of the night, an Indian girl came and sawed through the bars and liberated him. There is no doubt that he led a wild, free life among the Indians and miners, and the settlers of the Shasta region from 1855 to 1859. Joaquin always answered in a joking manner that it was not a horse, but a mule that he stole.—*From "Joaquin Miller and His Other Self."*

Mountain Joe and Joaquin built a little cabin near Soda Springs and kept a roadhouse or hotel—a stopping place. It was known only as Mountain Joe's cabin. Joaquin was housemaid, bellboy, cook, dishwasher, hostler, etc. It was a stopping place for the infrequent travelers journeying on the trail from California to Oregon and Washington in the early fifties. Joaquin enjoyed telling this story: A man from San Francisco asked for lodging. Being well dressed, his bed was very carefully prepared. In the morning Joaquin was sent to call the San Francisco stranger to breakfast. He knocked on the door. The stranger said, "What do you want?" Joaquin replied, "Get up." "Is breakfast ready?" asked the stranger. "No," said Joaquin. "Well I never get up until breakfast is ready," said the stranger. "But you must get up before breakfast is ready this time," replied Joaquin, "because you are sleeping on the tablecloth."—*From "Joaquin Miller and His Other Self."*

In London, Joaquin was given a dinner when "Unwritten History" was first published. The printers had much difficulty in interpreting Joaquin's handwriting. Joaquin used a goose quill which was never especially legible. His scrawling handwriting was always considered a topic of discussion in social circles. If anyone happened to have a letter from him it was submitted to the various experts for translation and interpretation. The foreman of the printing shop where "Unwritten History" was put in type proposed a toast to him at a dinner given in

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Miller's honor. Joaquin arose, holding a copy of "Unwritten History" in his hand, and said: "Gentlemen, when I die and go to heaven, this book will be my vindication for having lived." "I hope," said the foreman, "that when you die and go to heaven, Mr. Miller, you will take along a printed copy of the manuscript, for God Almighty Himself could not reading your writing."—*From "Joaquin Miller and His Other Self."*

ROBERT BROWNING was especially kind to the young poet. The beautiful round tower built on The Hights in honor of Browning is Joaquin's expression of appreciation of his friendship. Browning invited Joaquin to dinner. After the dinner was over the servant gave him the information that the cart had arrived to take the loan of books to the hospitals. Browning said, "I am sent so many books by young authors that there is no room for them in the house, and I send a cartload every few weeks to the hospital." Joaquin hurried home and took the wrapper off his new book that was already addressed to Browning. And he made a resolution never to send complimentary books to popular authors.—*From "Joaquin Miller and His Other Self."*

CHARLES WARREN STODDARD and Joaquin were in Rome together. Thirty years later they met at Monterey, Cal., and exchanged reminiscences. "Dear friend," said Stoddard, "do you remember when we had breakfast together in Rome, and you asked me what the name for 'hard' was in Italian, and I told you *duro*. You then called the waiter and said, 'Take away the biscuits. They are too damn duro!'"

Joaquin Miller enjoyed telling a story of how near he came to having a real title. While he was in Rome a young and rich Englishman offered to take him in partnership in the purchase of an island for the purpose of breeding and raising horses. With the ownership of this island went the title of duke. The young Englishman insisted that half the title should belong to Joaquin, thus each one should be half a duke. Unfortunately, before the purchase was made, the young Englishman died of the Roman fever and so the poet lost his chance of becoming half a duke.—*From "Joaquin Miller and His Other Self."*

AT ONE TIME I went to W. H. Mills, who had charge of the free transportation for the Southern Pacific, and asked him for passes for Joaquin from New York to San Francisco. He was a free conversationalist and dynamic. He said, "Why should he be given free transportation?" And I replied, "He is the Poet of the Sierras." "Well, suppose he is. He did not make the Sierras, God made them." "Maybe," I answered, "but Joaquin made them famous throughout the world." Mills touched his buzzer, and when his colored clerk came in he said, "Arrange free transportation for Joaquin Miller from New York to San Francisco."—*From "Joaquin Miller and His Other Self."*

HARR WAGNER devotes sixty pages in his biography of Joaquin Miller to Joaquin and his relations with women, and he speaks very frankly and intimately of his many interesting adventures in the field of personal romance and tells many anecdotes of his affairs with Indian maidens, and with Minnie Myrtle, Mrs. Frank Leslie, Lily Langtry, Ina Coolbrith, May Carey, and others. The chapter begins with this tribute to "Woman":

"O woman, born first to believe us;
Yes, also born first to forget;
Born first to betray and deceive us;
Yet first to repent and regret.

Oh, first then in all that is human;
Yea! first where the Nazarene trod;
O woman! O beautiful woman!
Be then first in the kingdom of God."

Biographies

A MAN UNAFRAID, THE STORY OF JOHN CHARLES FRÉMONT, by Harr Wagner and Herbert Bashford. Price $5.00. The London *Literary Times* says: "The volume is produced in a form which does credit to the press of California."

LIFE AND LETTERS OF A FORTY NINER'S DAUGHTER, by Aurora Esmeralda (Ella Sterling Mighels). 398 pages, size 6x9. Price $5.00. De luxe, $10.00. This new book is a fascinating and true narrative of a native daughter who has had much to do with the literary development of the West. There are letters of Bierce, Sterling, Avery, Coolbrith, and others.

JOAQUIN MILLER AND HIS OTHER SELF, by Harr Wagner. 344 pages, size 6x9. First printing, 1000 copies autographed, price $5.00. First printing, 100 copies, de luxe, autographed, price, $10.00.

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A CALIFORNIA SUNSET

By Lottie J. Wegener, *Superintendent of Schools, Mariposa County*

I stood gazing at the wondrous Western sky in all its brilliancy and grandeur. The sun was sinking lower and lower into the vast forever, for that day was gone. The sight held me in perfect tranquillity as I watched the luminous body slipping away. The wonderful colorings shone forth in magnificent iridescence as my fascinated being seemed to rise into the ethereal and I forgot all earthly cares. My head was bent in gratitude for such exquisite light, and, as I proceeded onward, I felt a great feeling of love for the glorious vision we have.

The whole world seemed good and true as the sublime quietness held sway over me. But I became a little fearful lest the beautiful picture would fade and I wanted to carry it in my memory forever.

The bond elections for school purposes, held in the city of Santa Barbara March 28, carried by huge majorities. Paul E. Stewart, City Superintendent of Schools, and his teachers and the P.-T. A. organizations set up a whirlwind campaign and the opposition was almost nil.

For the elementary district the bond issue was $35,000. The money is planned to be used for two new elementary buildings and for additions to the Franklin and Lincoln schools.

The high school bond issue was for $600,000; $90,000 of this sum was for the purchase of a site for a new junior high school building and $510,000 was for the erection of a junior high school building upon this site.

Butterflies

Butterflies so bright and gay
Even when the skies are gray—
A flutter here and a flutter there
Butterflies seem everywhere. —*Lois Ellen Lasell.*

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WESTERN SCHOOL NEWS

THE APRIL ISSUE of the San Francisco *Public School Bulletin*, issued under direction of Joseph Marr Gwinn and edited by A. J. Cloud, is very attractive. Mr. Cloud deserves credit for his distinctive editorial work.

CAROLINE SWOPE, director of the Swope Summer School, has provided a fine program for her school at Santa Cruz June 30 to July 18 and Long Beach July 28 to August 15. Send for bulletin to Caroline Swope, 837 Linden Avenue, Long Beach, Cal.

J. H. GRAVES has resigned as Superintendent of the Monterey Union High School to take effect June 30, 1930.

W. H. WEEKS is the architect of the new Franklin School, Spanish–American type, San Jose, Cal.

SUPERINTENDENT A. S. POPE of Santa Barbara County exhibited his printing outfit for primary grades at Atlantic City and attracted attention of thousands of visiting teachers.

THE SPECIAL BOND ELECTION for $165,000 for Hermosa Beach schools was carried by a large majority. The money will be used for a new gymnasium and other improvements.

HARR WAGNER will be the guest of Superintendent E. R. Deering of McCloud and the Chamber of Commerce on April 21 and 22, and will speak on "Joaquin Miller as I Knew Him," both at Shasta City and McCloud.

E. RUTH PYRTLE, president of the N. E. A., was a guest of the San Francisco teachers on April 3 and was entertained by various organizations throughout the state. At San Luis Obispo, Superintendent Teach, who is a personal friend of Miss Pyrtle, did the honors.

SUPERINTENDENT ROBERT L. BIRD of San Luis Obispo County called a conference of his teachers and 150 attended. Mrs. Mae Willett, C. Russell Hoyt, and Mrs. Drusilla Rhodes were among those on the program.

PRESIDENT HOOVER has issued a proclamation requesting that the public schools celebrate the one hundredth anniversary of the overland trails and the development of the West. Caspar W. Hodgson of the World Book Company and Professor Howard Driggs of the Oregon Trail Association were instrumental in securing the proclamation.

ADOLPHUS C. BONDREAU of Patterson High School, commercial department, died recently. His death was peculiar, resulting from a bruise due to bumping into a school desk.

THE STATE BOARD OF EDUCATION will meet at San Diego April 11 and 12. It is the regular quarterly meeting.

H. R. BULL, who served as Superintendent and principal of Healdsburg schools, and who was a member of the County Board of Education for many years, passed away on March 17. His career of service to Sonoma County was of unusual value.

THE CALIFORNIA COUNCIL OF EDUCATION held its regular meeting at the Palace Hotel, San Francisco, April 12. It was an interesting session and well attended. Joseph Marr Gwinn, president of the executive board, and executive secretary Roy Cloud were in charge of the meeting.

THE CONVENTION of high school principals will meet in the city of San Diego April 14 to 17.

THE CALIFORNIA Kindergarten Primary Association has issued its third biennial report. This report covers the activities of 1929. Elga M. Shearer, Shirley Shepard, Tillie C. Munce, Nancy Milligan, Floyd M. Lewis, Genevieve Anderson, Edna L. Wright, Florence Winter, Nell Hamilton, and Madeline Ververka are among the prominent members of the association.

MRS. GEO. A. GRIFFIN of the Aronos Research Club of Tuolumne County arranged for planting a Sequoia tree on Arbor Day in honor of Superintendent Geo. P. Morgan, the oldest public school Superintendent in the state. Superintendent Morgan is a prince of good fellows, a wide-awake, progressive schoolman, and is keeping young in his environment of trees, mountains, and valleys.

THE SANTA BARBARA City Board of Education, upon recommendation of Paul E. Stewart, Superintendent of Schools, promoted Harvey J. Holt, vice principal of the Santa Barbara High School, to the principalship that Homer Martin is relinquishing to accept the superintendency of the San Mateo Union High School district.

Mr. Holt takes the new promotion with a full understanding of its problems, gained in years of work as a teacher of physics in the high school and from his duties as vice principal of the same school.

ON FRIDAY, March 28, Santa Barbara held a school bond election in both the elementary and high school districts with very gratifying results. Out of eleven thousand registered voters in the elementary district only 358 recorded their opposition to the bonds, and out of fourteen thousand registered voters in the high school district only 446 recorded their opposition.

Santa Barbara had the biggest favorable vote on the bonds which has ever been polled in a municipal election, showing that there was widespread interest. The entire community seems to feel that the passage of the bond election was an endorsement of the Board of Education and the Superintendent of Schools.

THE QUAKER OATS COMPANY, as part of its publicity, issues a reader for third and fourth grades that is worth noting—"Travels of a Rolled Oat." The little paper book is well printed and illustrated, the story is really interesting and informative, and the health lesson, though unobtrusive, is obvious. Supplied in numbers sufficient for a class on application of teachers to Quaker Oats Company, School Health Service, Chicago.

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THE PASSING OF H. R. BULL

HE DEATH on March 17, by double pneu-
ıonia, of H. R. Bull, District Superintend-
ıt of Healdsburg Grammar School, saw
ıe passing of one of the most beloved of
ıe educators of Sonoma County. For forty
ears Mr. Bull had taught and had coun-
ıled in the schools of Healdsburg. For thirty
ears Mr. Bull had been a member of the
onoma County Board of Education and
ave it the benefit of his delicate, quiet hu-
ıor on the vagaries of the educational fan-
es of the hour. A quiet man, working in
ıe background, never forward and grasp-
ıg for his own advancement, Mr. Bull wove
ıto the fabric of the people of Healdsburg,
ı much so that at his funeral there was the
reatest demonstration ever given to anyone
ı the history of Healdsburg.

Mr. Bull was a native of Kansas City, Mo.,
ıd a Columbia College graduate. He came
ı Santa Rosa as a young man. For a while
e considered law and studied in a Santa
osa lawyer's offices. Not feeling the desire
ı continue that work he turned to teaching,
udied, and passed the county examinations.
r. Bull's first school was that of Sotoyome,
here he remained one year. The next year
ı removed to Healdsburg and remained
ere till his death. The Healdsburg High
chool was started by Mr. Bull and up to
n years ago he was the principal. At that
me he relinquished the principalship and
ntinued in charge of the Healdsburg
rammar School.

Mr. Bull was sixty-five years of age. A
idow and daughter survive him.

Charles W. Wiggins, one of the rural su-
ervisors of Sonoma County, has been elected
his successor.

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DEDICATION OF FREDERIC BURK SCHOOL

DEDICATION of the Frederic Burk School will be held Saturday, May 3, at 10 o'clock on "site of school" on San Francisco State Teachers College campus, Hermann and Octavia streets.

Participating in this ceremony will be the president and members of the faculty of San Francisco State Teachers College, student body members, members of the alumni, Frederic Burk Parent–Teacher Association, children of the Frederic Burk School, guests, including distinguished educational forces of the Pacific Coast, and the public.

It is especially urged that all alumni avail themselves of the privilege of participating in the exercises. They are asked to assemble in the college gymnasium at 9:15 a. m.

Following the dedication, open house will be held in the new building.

NOS AMIS LES BETES, by Victor Forbin. Edited by B. W. Mitchell, Central High School, Philadelphia. Silver, Burdett & Co. Stories of wild animal life by an author who is at once a trained scientist and a skillful writer. Interesting and accurate. The vocabulary is simple. Equipped with notes and vocabulary for school use.

NOTICE OF TEACHERS' EXAMINATION

San Francisco Public Schools

An examination to qualify teachers for appointment to positions in the Kindergartens and Grades One to Three, of the San Francisco Public Schools, will be held in San Francisco, California, on Saturday, May 31, 1930, at 8:30 a. m.

Full details may be secured by writing to the Department of Personnel, Office of the Superintendent, City Hall, San Francisco, California.

Applications must be on file in the Office of the Department of Personnel not later than Saturday, May 24, 1930, at 12 m.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Adults—A Menace or a Blessing?

By EDNA M. STANGLAND,
State Division of Adult Education

"ADULTS in their fixed customs and norms are really in danger of swamping our social boat and will certainly rock it unduly unless they are reëducated. Their inability to analyze and reorganize adequately for the new conditions must become the central problem of our major educational institutions; otherwise, society itself is endangered."

The above paragraph is not the effusion of an impetuous college lad but is an excerpt from an editorial in the October, 1929 number of *Religious Education*.

Apparently it is necessary for adults to keep in touch with the new processes of this changing civilization or they will become a menace to society. It is not enough to have been educated—there is the merciless drive of keeping educated.

If adult education is not something "for the other fellow," let us analyze our own status and rate ourselves accordingly. What are the qualifications that determine an educationally minded adult? (1) Maturity, (2) Mental ability, (3) Ambition to learn, (4) A wholesome, open-minded interest in the world round about. It would seem there would be little difficulty in meeting these qualifications. And yet James Harvey Robinson in "The Humanizing of Knowledge" says, "Of all human ambitions an open mind, eagerly expectant of new discoveries and ready to remold convictions in the light of added knowledge and dispelled ignorances and misapprehensions, is the noblest, the rarest, and the most difficult to achieve."

Doctor Thorndike's very exhaustive study definitely points out that adults are thoroughly capable of learning—that is to say, maturity itself has not handicapped the ability to learn. It seems, therefore, that willingness to approach a problem open-mindedly is the great stumbling block; disinterested curiosity is lacking. We adults are only too eager to believe that adult education is something for those who were deprived of educational opportunities in their youth, or it is for those who come from foreign lands and are handicapped by not knowing the English language, or it is for those who have become incapacitated in industry and must once again be trained for adjustment into society. Truly, a democracy must see that these cruel handicaps are removed. But that is only the furnishing of tools to pave the way for genuine adult education.

In a democracy dedicated to universal education we have a right to assume that normally every adult can read the English language, has adjusted himself vocationally, and has mastered pretty well his percentages and fractions. Many have had the advantages of quadratic equations and Latin subjunctives, and still others twirl educational degrees after their names. What shall we say of these? Can they not rest upon their laurels for a least a few years? Is there no mental holiday for them? As an answer, may I quote my predecessor and California's outstanding leader in adult education, Mrs. Ethel Richardson Allen:

"All in our own time, astronomers have looked out into the sky and learned to measure a universe so remote that it cannot be discerned with the most powerful lens, and at the same time a physicist has weighed an electron, the most minute unit of matter known. The same physicist has discovered a cosmic ray which brings a new form of energy, miraculous as was electricity in the day of Franklin. And while science has been yielding its beneficence, man has found a way to turn it to his destruction. There are in storage, bombs and gases and instruments of warfare that can wipe out a great city in a moment and make the ground uninhabitable for generations to come—this in a day when Lindbergh turned the Atlantic into a mill pond.

"Nor does science alone present blinding new light. Sleeping nations with cultures older and greater than our own are rousing to demand their places in the sun. As America faces the Pacific, it must understand or go down before Asia with China and India and Russia seeking a new hegemony. And, meantime, in our own little world, there is a farmer who has threshed 25,000 bushels of wheat in a day and an oil company spending seventy million dollars in Russia and another company undertaking a 650 million-dollar project in Russia.

"Where in this colossal universe can mere man get understanding? Even religion denies retreat. A great evangelist from England, a woman, in itself a new phenomenon, comes to America preaching the parable of the foolish virgins who were cast into outer darkness merely because they were foolish, and she tells us we must use our brains for, in so far as we understand the laws of nature, we can get up on our feet and become masters of them. Religion no longer offers a snug harbor of freedom from intellectual effort but says our brains are for use. Ignorance is fear and religions must bring faith and hope to support us in renewed effort.

"And what can the schools do in this amazing situation? Does the schoolmaster understand this new world? Alas, no, but he can say to the adult, the mature, so-called educated man, 'Come back, bring your experience, your knowledge of life, and your grown-up intelligence and I will bring my theories and my knowledge of the past and what facts I have that are applicable, and together we will try to reason it out. Together we will try to understand this baffling, perplexing, unfolding, universe and reorient ourselves in it.' And so evening high schools and colleges, to which adults can repair after their day's work of earning a living, are no longer offering only courses that yield temporary aid to earning. Now they invite us to discover 'What Psychology Can Teach Us About Ourselves and Our World,' 'The New China,' 'Science and the Future,' 'What to Read in Our Magazines,' 'A New Internationalism,' 'What Is Happening in the Social and Political Life of America,' 'Modern Art as an Interpreter of Modern Civilization.'"

Happily, there is in reality a great demand for adult education. The phrase is on every tongue. It is futile—yes, it is dangerous—to ignore the demand, because there are illegitimate agencies ready to sell their wares wherever worthy ones are absent.

"The library is the agency of adult education for the multitude." It is the pioneer, and in California its noteworthy work is evident on every hand. In my mail today came two letters—both from the San Joaquin Valley—one telling of the excellent coöperation a county librarian has been rendering a rural adult school by regularly reviewing a list of worth-while books and offering the opportunity for critically discussing their merits under her leadership. The other letter is from a director of adult education who sings the praises of the local library officials in offering every assistance in the conducting of a series of discussions on California History.

Recently a questionnaire was mailed to its subscribers by a farm journal in the Middle West. The request was made that from the list of twenty-one topics (ranging from current events to technical articles on animal breeding, fruit raising, etc.), the three of greatest interest to each subscriber be checked. The fourteen thousand replies received indicate there is from three to four times as much interest in subjects pertaining to living as in those dealing with making a living. "World Events and Modern Thought" headed the list, followed closely by "Child Training," "Youth," and "National Questions." Fifth came "Crops and Soils," and at the foot of the list, far below "Books and Music" and "Gardens for Beauty," came "Horses" and "Goats."

Adults are asking for more light on the question of better living and improved human relationships. It is the great task of the libraries and the public schools to meet the adult where his interest is and help him find "enduring contentment."

And where are the leaders with this conception of adult education? How may a person, eager to become equipped for leadership, find it possible to contact authorities in this field?

Last summer the State Department of Education coöperated with the University of California in offering a special school for those who are interested in adult education. The only qualification for admission to the school was "an experimental turn of mind." The purpose of the school was to offer special training to leaders, teachers, and administrators by providing courses that were live, stimulating, and full of interest, dealing with the philosophy of adult education and its place in the school system. Politics, history, art, and science were offered as models of method. The experiment proved so successful it will be repeated this summer. Any reader of this JOURNAL who is interested may receive full information concerning the nationally known people who will be on the faculty, together with an account of the courses, by writing to the State Department of Education.

The American adult is learning that he must go back to school—that education in our modern world must not only be universal but lifelong. And, as he goes to school, he is discovering that adult education is not so much learning more facts as learning to interpret facts and understand them; that the educated person is one who can form judgments in accordance with facts instead of prejudice, who is capable of discriminating between the false and the true, who is able to think for himself and be independent of the crowd.

George Russell says, "A nation is cultivated only so far as the average man, not the exceptional person, is cultivated. Governments do not build up civilizations. That is done by the citizens." Is there not a great task for adult education?

[*Continued on Page 18.*]

Ginn & Company's Marionette Contest Closes May 1st

Letters from children in all parts of California are being received almost daily—and most exciting of all, the Pinocchio Marionettes themselves are beginning to arrive. Some of them are creating quite a sensation among the Ginn people at 45 Second Street.

The Prize Competition Is as Follows:

$20 First Prize
$15 Second Prize
$10 Third Prize
$ 5 Fourth Prize

All California School Children in Grades 1 to 9 are Invited to Enter.

REQUIREMENTS

READ three books—"Pinocchio," "Pinocchio in Africa," and "Pinocchio's Visit to America."

WRITE a letter to the publishers, Ginn & Company, 45 Second St., San Francisco, telling them which of the three you like best and why.

MAKE a Pinocchio marionette with your own hands. Send it to Ginn & Company with the name of your school.

AN EXHIBITION of all marionettes submitted will be made at the A. L. A. convention if space is available. Prizes will be awarded by a committee of experts. A copy of the Pinocchio book you like best as indicated by your letter will be given to each contestant upon receipt of his marionette.

All Marionettes submitted, must be in our hands by

May 1st, 1930

GINN & COMPANY ~ 45 SECOND STREET
SAN FRANCISCO

[*Continued from Page 16.*]

Adult Education at National Meeting

THE READING INTERESTS and book needs of men and women in rural sections of the United States will be discussed at the Biltmore Hotel in Los Angeles, Cal., the week of June 23–28, when more than two thousand librarians will gather for the annual conference of the American Library Association.

"The camel theory of education" has been discarded, according to Matthew S. Dudgeon, chairman of the adult education meeting at Los Angeles. This theory "holds that men are mentally camels who can, by a cramming process imposed upon them in early youth in the schools, be educated once and for all so that as they go forward on life's journey they need never again indulge in additional education."

Educators today realize that the "camel theory" is false and are turning their attention to the needs of adult students. Libraries, "the free universities of the people," are developing special services for adults. In large city libraries a readers' adviser is considered a necessity. Such an adviser helps individual men and women to plan study courses fitted to their particular needs.

In Milwaukee, where Mr. Dudgeon is the librarian, twenty-five hundred adults followed such courses last year. In Boston twenty thousand reading-with-a-purpose courses, issued by the American Library Association, were purchased in 1929.

People in rural sections of the country have particular difficulty in continuing their education after they leave school. More than forty million people live in sparsely settled sections where there are no libraries, and surveys have shown books are often lacking in the farm home.

How men and women may obtain free book service through state library extension agencies and county libraries, and how they may be offered the same opportunities to keep their minds active as are given to their city neighbors, will be the chief subjects discussed at the Los Angeles meeting of librarians interested in adult education.

BOYS' ATHLETICS IN THE SAN JOSE JUNIOR HIGH SCHOOLS

By R. H. MCCLINTIC, *Teacher in Woodrow Wilson Junior High School.*

BOYS NEED a vigorous and developmental activity. Basketball, baseball, and speedball give this vigorous practice. It is therefore essential that junior high school athletic sponsors aim at "wide participation of the largest numbers of boys possible," and "every boy in school on some kind of a team during the year." As in the regular physical education program the objectives are "recreation, efficiency in varied activity, opportunity for leadership, training in team play and coöperation, and the development of sportsmanship."

Under a group of well-trained and experienced sponsors a well-rounded program has been developed in each of the junior high schools in San Jose.

As it should be, the emphasis is on an intramural program, based largely upon the more popular sports—speedball, basketball, and playground ball.

Each school is organized within itself for an extensive noon league. This league is composed of home room teams, managed by students and supervised by physical instructors. An association of umpires, referees, timekeepers, doorkeepers, etc., take care of the officiating and the minor details of the games.

The noon games continue throughout the year, changing from one sport to another as the seasonal and special interests demand. These sports are usually culminated with a championship series for each grade. As each home room has a team, and a team often requires all of the available boys, the per cent of participation runs very high. At least eighty per cent of the boys above the low seventh grade are participants sometime during the year.

In addition to this noon league, there are many activities carried on after school; some intramural and some interscholastic. During basketball season there are class and weight teams. Baseball season brings out class and grade teams in playground ball and also hard baseball teams. A running carnival in the spring ends the year's activities.

ADVENTURING IN KINDERGARTEN IDEALS

By DOCTOR HENRY EASTMAN BENNETT.

FROM ITS BEGINNING the kindergarten ideal has excluded the use or consideration of the screwed-down types of seating which dominated the schools of the nineteenth century. As in many other things, the kindergarten has taught the school the value of flexibility and informality in equipment, and that the nature and needs of the child provide the only point of departure and the only objective in determining the furniture best adapted. The need of something to work on and something to sit on obviously indicates tables and chairs in kindergartens, although the floor serves admirably for both purposes in many sorts of activity despite all ideals of sanitation. The kindergarten is not merely a place for engaging in activities "natural" to the infant, but also for exercise in the basic arts of life; and there is no art more fundamental than that of sitting. There is nothing one does more often or more persistently from the nursery to the grave.

None of the arts of life enters more inevitably into health, energy, vitality, and efficiency; into gracefulness and attractiveness; into personal bearing and attitudes; into most of the values in life than do one's sitting habits. Habits of standing or walking, of singing or talking, of any of the things done with the hands, are relatively of less significance when viewed fairly in the light of the ideals of kindergarten education. This may be a new thought to many kindergartners, and while it cannot be justified here, it will bear thinking out.

(With this introduction, Doctor Bennett describes the years of research that led to the modern flexible school seat, so constructed that it establishes habits of correct sitting posture.)

Ignoring precedent and defying prejudice, a style of chair was developed in which sizes, proportions, slopes, curves, and forms are determined on the basis of actual measurement of large numbers of children in kindergarten attendance and after an intensive study of anatomical facts involved in sitting posture.

To the teacher accustomed to the old type it is a different looking chair. But children do sit comfortably and gracefully in it. To get the form which was scientifically arrived at, together with desirable lightness and strength, it was necessary to adopt a steel frame construction, despite a love for the inherent beauty of wood and an antipathy to the usual cold appearance of steel. Beauty and good taste are essential to the kindergarten ideal and must not be ignored. It was found that formed steel, the only metal construction which combines the requisite lightness, strength, and cheapness, could be worked into graceful curves. In the more conspicuous parts—the seat and back surfaces—ply-wood in conjunction with the steel frames offered a medium for securing perfect shaping, together with an incomparable revelation of the essential loveliness of wood grain when accentuated by a proper stain and fine lacquer finish. Soft coloring on the slender steel frame subdues its severity and serves to emphasize the beauty of the wood. The attainment of a right form, essential beauty, and good taste, under conditions which lend themselves to production at a price which makes them practical, is no mean achievement in behalf of progress in kindergarten furnishing.

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THE ERLANGER COLUMBIA THEATER

J. J. Gottlob and Ralph Pincus, who took the initiative in creating a new home for the Columbia Theater and its fine dramatic attractions, are to be congratulated. The interior of the new Columbia, from the seats to the ceiling, is gorgeous, restful, comfortable. It will appeal to our readers. Charles L. Wagner, the well-known theatrical producer, has furnished several great attractions, including Madge Kennedy in "A Perfect Alibi" and "Paris Bound." "Hi There," a very intimate revue with Broadway stars, is a coming attraction. The new Columbia on O'Farrell Street, between Stockton and Powell, will be the center of theatrical interest in San Francisco.

On Monday, April 28, San Francisco will see for the first time England's famous stage troupe, The Colbourne Players. They are at present making their second tour of Canada and will come to the new Columbia here to inaugurate their first tour of the United States. They will bring a repertoire of Bernard Shaw plays.

PUPPETS IN HIGH SCHOOL PERFORMANCE

Miss C. A. Barrington of Mt. Diablo High School, Concord, Cal., sponsored the interesting presentation of Ralph Chessé's Puppets on April 8 as a feature in the French Club's program of entertainment. About four hundred students enjoyed the performance of "The Pie and the Tart" as played by Mr. Chessé, well-known San Francisco artist and director of the Marionette Playhouse. The play, written by Professor Mathurin Dondo of the department of French, University of California, was presented with hand-puppets which many pupils had never seen before. It was the consensus of several teachers that from a standpoint of artistic creation and dramatic presentation the Chessé puppet show was incomparable with any other known.

"The Pie and the Tart" and "The Magic Tinder Box" will be given Saturday afternoon, May 10, in the Paul Elder Gallery, San Francisco.

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ABOUT BOOKS

Ambrose Bierce, a biography by Carey McWilliams, published by Albert and Charles Boni, New York. This book has been favorably reviewed by the New York *World* and many other standard publications. Mr. McWilliams has made a real contribution to Western literature and has given us a biography of a man whose brilliant writings and unique personality made a deep impression, not only in California, but everywhere. Joaquin Miller was admired and loved by younger poets and Ambrose Bierce was admired by the young prose writers. Both will have greater fame in the future than in this generation.

The book should have a permanent place in the public and private libraries. It contains not only source material but has a charm of style and human interest that will give it a permanent place in literature.

Doctor H. W. Fairbanks, the noted author of "The New Progressive Geographies," whose residence is at Glendale, Cal., has been acting as an expert for the government in certain oil cases, now on trial in San Francisco.

Michael Doyle, who was connected with the San Francisco school department for many years, author of "Laurel's Gift" and other poems, has published through the Harr Wagner Publishing Company an attractive gift book entitled "Reflections Along the Way."

The Gregg Publishing Company announces "General Business Science," by Jones and Bertschi. It is a book of objectives and business projects. It contains 516 pages, profusely illustrated.

Mrs. Frances Effinger Raymond and Elizabeth Adams are the Gregg representatives on the Pacific Coast; Phelan Building, San Francisco, Cal.

Doctor John A. Hockett, University of California, and Rudolph Linquist, Oakland, were among the speakers for the California Elementary School Principals' Convention at Fresno, April 12. The Elementary School Principals is about the only organization where the delegates are not paid out of taxpayers' money.

Vaugn McCaughey of the Sierra *Educational News* has completed his intensive work in arranging speakers for Educational Week, April 21 to 25.

Miss Mary Ball of the staff of the Sierra *Educational News* gave a vocal concert at the Sequoia High School, Redwood City, recently. Miss Ball has a beautiful contralto voice, and was formerly a teacher in the high school at Redwood.

Redwood City schools under Superintendent John C. Gill celebrated Arbor Day this year in a manner most appropriate to the location and to the name of the city. The program, based upon the story of California's redwood trees which appeared in the Western Journal of Education, was used by Redwood City. The city bears its name because of its early history in lumbering. Magnificent redwood trees were logged off the near-by hills and canyons and turned into lumber in its mills, and all that remains of the redwoods is the lovely La Honda Grove. It is, by the way, to the school people of San Mateo County that the state owes the saving of these trees. To the work of W. J. Savage, Superintendent of the Colma Schools, and to Roy Cloud, then County Superintendent of Schools, and others, goes the credit for this work. He that saveth a redwood tree should stand ahead not only of the builder of cities but the planter of trees.

The play, "The Trial of the Woodsman," which was given by the children, depicts man's ruthless destruction of the redwood groves and his awakening to the wonderful beauty of them. It was given in the auditorium of the beautiful new Lincoln School and all of the school children of the city gathered to see it in the afternoon. It was so well liked that it was repeated again in an evening performance for parents and townspeople.

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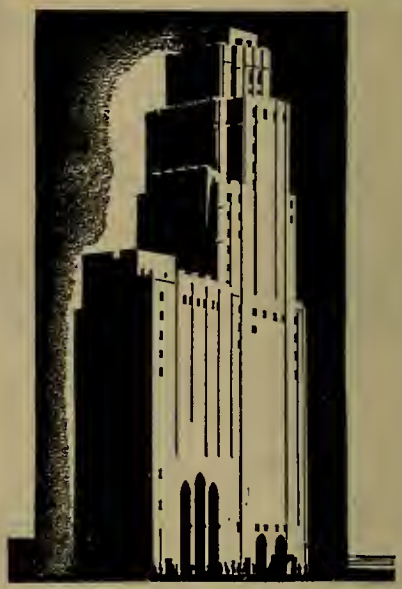

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WHEN YOU BUY SCHOOL BOOKS

You want to know the correct address of the publisher. The list below will be of help. Clip and file it where it is easily accessible when needed.

This list is of book publishers who advertised in the SIERRA EDUCATIONAL NEWS in 1929–30. Further details of their publications may be obtained by consulting their advertisements in that magazine.

Whenever possible, buy from the firms who advertise in the magazine which represents the interests of the teachers of California—the SIERRA EDUCATIONAL NEWS.

Directory of School Book Publishers, 1929–30

American Book Co.	121 Second St., San Francisco
D. Appleton & Co.	149 New Montgomery St., San Francisco
A. S. Barnes & Company	67 W. 44th St., New York City
Milton Bradley Co.	554 Mission St., San Francisco
Century Co.	149 New Montgomery St., San Francisco
Classroom Teacher	950 Monadnock Bldg., San Francisco
F. E. Compton & Co.	280 Battery St., San Francisco
Denoyer–Geppert Company	Box 635, Arcade Station, Los Angeles Drawer B, South Berkeley, California
Dodd Mead & Co.	449 4th Ave., New York City
Samuel French	811 West 7th St., Los Angeles
Ginn & Co.	45 Second St., San Francisco
Globe Book Co.	149 New Montgomery St., San Francisco
Gregg Publishing Co.	Phelan Bldg., San Francisco
Ruth Crocker Hoffman	460 Grand Ave., Riverside
Houghton Mifflin Co.	612 Howard St., San Francisco
Iroquois Publishing Company	106 Fay St., Syracuse, N. Y.
J. B. Lippincott Co.	149 New Montgomery St., San Francisco
Little, Brown & Co.	149 New Montgomery St., San Francisco
Macmillan Co.	350 Mission St., San Francisco
G. & C. Merriam Co.	149 New Montgomery St., San Francisco
Newson & Co.	2500 Prairie Ave., Chicago
A. J. Nystrom & Co.	45 Second St., San Francisco
F. A. Owen Publishing Co.	554 Mission St., San Francisco
G. P. Putnam Sons	609 Mission St., San Francisco
Rand McNally & Co.	559 Mission St., San Francisco
Row, Peterson & Co.	149 New Montgomery St., San Francisco
Scott, Foresman & Co.	149 New Montgomery St., San Francisco
Charles Scribner's Sons	230 Post St., San Francisco
Teachers Co-operative Center	432 Sutter St., San Francisco
Technical Book Co.	525 Market St., San Francisco
Harr Wagner Publishing Co., Western books and depository for Eastern books	609 Mission St., San Francisco
C. F. Weber & Company	650 Second St., San Francisco
John Wiley & Sons, Inc.	525 Market St., San Francisco
John C. Winston Co.	149 New Montgomery St., San Francisco
World Book Co.	149 New Montgomery St., San Francisco

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VOL. XXXVI, No. 5 | SAN FRANCISCO, MAY, 1930 | PRICE, 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE CALIFORNIA 1930 secondary school principals' convention held at San Diego April 14, 15, 16, called in accordance with law by State Superintendent of Public Instruction Vierling Kersey, represented a new departure in high school convention procedure and opened definitely a new era of attack upon high school problems.

A year ago, in Oakland at the high school principals' convention, Mr. Vierling Kersey appeared as State Superintendent of Public Instruction for the first time, having been appointed to that office by Governor C. C. Young a few days before the convening of the convention. The program of the convention had been formulated by William John Cooper, former State Superintendent, who had just accepted the United States Commissionership of Education. Superintendent Kersey carried out that program as arranged.

This year at San Diego, the convention was fashioned in its work and program by Superintendent Kersey, who inaugurated conference procedure and shortened the convention from five to three days.

In Superintendent Kersey's philosophy of education is the strain of practicability. He views the high schools of the state as part of a huge education corporation involved in the business of manufacturing a product, whose value must be to itself and society. In money expenditure this business of education in California calls for the largest appropriations from public moneys of any single activity of the state. Huge corporations who employ thousands of men and women have been making great studies in the ways of accomplishing their objectives. Kersey believes that the school executives can well adopt some of these practices to their own advancement. The adoption of the conference procedure in convention was taken from big business. Superintendent Kersey found out by correspondence what problems the principals desired to discuss. Conference groups were then formed, leaders were appointed, every principal was assigned to the conferences to which he had indicated preference. No conference group was of more than thirty persons. If more than thirty persons desired to discuss the problem a new section was formed.

The attack of each conference group was based upon conference procedure as formulated in terms of Dewey's steps in reasoning, viz., (1) a felt difficulty, (2) its location and definition, (3) suggestion for possible solution, (4) development by pertinent questioning, (5) evaluation, and (6) conclusions. These conference groups met each morning of the three-day session. The afternoons were given over to general sessions. On the occasion of the last general session. Superintendent Kersey gave a summary of the findings of the various conference groups. These findings will be published in full and made available.

The conference system had the hearty support of the convention. Its successful working depends upon the ability of the leader, who must be active not only in promoting discussion in the group but in reporting it in writing so that it may be a valuable contribution to the monograph of convention findings.

Conference problems included those of accreditation, administration, adult education, classroom method, curriculum construction, finance, pupil classification and guidance, the social program, supervision, health and guidance, research, schoolhouse planning, junior college pupil classification and guidance, administration, and finance. In all those, thirty-four problem conferences divided into sixty-seven sections. High school principal leaders included the following: H. A. Spindt, Bakersfield; Doctor A. E. Wilson, Los Angeles; C. L. Geer, Coalinga; A. W. Meany, Merced; Bert M. Carner, Gonzales; E. E. Crawford, Napa; S. J. Brainerd, Tulare; Robert H. Blee, Puente; H. O. Dyek, Los Angeles; E. L. Van Dellen, Salinas; Clementina de Forrest Griffin, Los Angeles; Charles C. Danforth, San Francisco, J. F. Graham, Lemoore; George A. Rice, Oakland; J. O. Gossett, Oakdale; J. R. McKillop, Selma; T. S. MacQuidday, Watsonville; Oliver R. Hartzell, San Rafael; G. H. Badura, Fortuna; Ralph W. Detler, Los Angeles; Grace Ruth Southwick, Santa Barbara; Lloyd C. Sweetman, Middletown; E. R. Morehead, Monterey; K. L. Stockton, Huntington Park; Walter M. Smith, Exeter; E. W. Oliver, Los Angeles; R. L. Colthart, Jackson; A. J. Rathbone, Galt; L. P. Linn, Fresno; C. E. Overman, Modesto; Sherman L. Brown, Chico; Howard R. Gaines, Fresno; Merton E. Hill, Ontario; V. A. Rohrer, Lodi; E. E. Oertel, Newman; L. P. Farris, Oakland; R. B. Leland, San Jose; James E. Potter, Fallbrook; T. E. Dunshee, Fresno; Lois Bennink, Lancaster; Jackson Price, Anderson; E. C. Browne, Placerville; John Aseltine, San Diego; L. E. Plummer, Fullerton; Frank X. Goulet, Los Angeles; W. L. Burdick, Sacramento; Fred S. Ramsdell, Pittsburg; Homer H. Cormick, Davis; J. T. McRuer, Taft; Verne Brown, Ripon; W. Fred Ellis, Stockton; E. A. Wells, Elk Grove. Junior high school leaders were: Roy E. Simpson, Pomona; Walter C. Schlein, Fresno; J. G. McNeely, Santa Monica; D. L. Hennessey, Berkeley; Anna G. Fraser, Oakland; Clyde P. Finger, Oakland; T. Malcolm Brown, San Diego; F. C. Schallenberger, Richmond; Beth Hughson, Sacramento; G. Derwood Baker, South Pasadena. Junior college leaders were A. C. Olney, Kentfield; J. W. Harbeson, Pasadena; J. B. Lillard, Sacramento. State Department officials as leaders were Edna M. Stanglend and Andrew P. Hill.

San Diego, as host to the convention, proved most hospitable. The reception plans worked out under Superintendent Walter R. Hepner of San Diego were full and complete. The weather man presented a week of equable sunshine and balmy atmosphere. San Diego Bay, North Island, Point Loma, Balboa Park, and even Agua Caliente in Lower California were points of attraction.

The U. S. Grant Hotel, convention general headquarters, was a busy place and roared with conversation. The meetings were held in the San Diego High School—a structure of medieval castle appearance from the outside, placed on a hillside site, giving an admirable view of San Diego proper, the bay, and the ocean.

High lights of the general sessions included addresses by Superintendent Vierling Kersey, Governor C. C. Young, Doctor Rufus B. von Klein Smid, president of the University of Southern California, and Doctor Susan M. Dorsey, chairman of the

California Commission for the Study of Educational Problems. Doctor Dorsey gave a very clear analysis of the problems facing the commission, and outlined what they hoped to accomplish in their investigation.

Educators arrived at the convention by air, land, and water. Automobile, stage, railroad, aëroplane, and steamboat were the conveyances. Two aëroplane parties originating at Oakland and the Monterey and Pajaro valleys enjoyed the air view down the state.

THE DINNER MEETING of the Association of California Secondary School Principals held in the Plaza Real, U. S. Grant Hotel, under the presiding of L. P. Farris, Oakland, was attended by 560 people. Entertainment and reports of committees made a profitable evening.

ON THURSDAY, April 17, were held two additional conferences. The first was the conference of the Western Association of Secondary Schools and Colleges, and the second was that of the California Federation of Junior College Associations.

PETE W. ROSS, principal of the Point Loma High School, San Diego, is one of the oldest principals in San Diego in point of service. He has seen the growth of the city both commercially and educationally and has played an active part.

ZOO TICKETS were complimentary to the visiting principals.

H. A. SPINDT, principal of the Bakersfield High School, tells this one on himself apropos to the conference procedure. A junior college student comes in and tells the secretary he wants to see Mr. Spindt. "Mr. Spindt is in conference," the secretary replies. "In conference?" the student asks. "Yes, in conference as usual," says the secretary. "In conference as usual?" asks the student. "Yes, in conference as usual," again replies the secretary. "Then go in and wake him up," says the student, "and tell him I want to see him."

"RIGHT ATTITUDE of Teachers Cuts Failures," said the headlines in A. D. C. convention daily issue of the *Russ,* published by the students of the San Diego High School.

L. P. FARRIS, principal of the Oakland High School, was reelected president of the Association of Secondary School Principals, and K. L. Stockton, principal of the Huntington Park High School, was elected vice president.

IN CONFERENCE it was decided that principals of high schools of more than twelve hundred needed assistants for supervision work.

WILL C. WOOD, State Commissioner of Banks of California, gave a review of his experience in his recent visit to South America, to the principals at a general session.

MRS. LORRAINE M. SHERER, head of the department of curricular construction of the Los Angeles County schools, was actively interested in course of study program discussion.

THE SECOND ANNUAL Western division convention of the American Booksellers Association held at the Hotel Biltmore, Los Angeles, April 23–26 inclusive, was an affair of books, authors, publishers, spectators, and banquets. Since Los Angeles is rapidly becoming the writing center of the United States, the meeting place was opportune, for at the present time more manuscripts are coming from the Southern California area than any other similar area in the country. This is not due wholly to to climatic living conditions or to the Los Angeles Chamber of Commerce, but to the fact that the talkies have called in from the whole world those who have demonstrated that they can write, and have put them to work and they continue to turn out stuff in addition.

To the booksellers of the Los Angeles region of the Southern California Booksellers Association, compliments were given for the excellent arrangements of program and entertainment.

Odo B. Stade of the Hollywood Bookstore, general chairman, Leslie I. Hood, program chairman, and the fellow committee workers had left little undone for general comfort and pleasure. Meetings, luncheons, banquets, dances, trips, and what not filled the four days. Booksellers, authors, publishers, representatives mingled in harmony.

John J. Curtis, the oldest publisher in America, and head of the Bobbs Merrill Company, interested delegates in reminiscences of authors he had known in other days. He talked of publishing first the works of James Whitcomb Riley, and he remembered bookselling in all its phases from 1865 until the present day.

J. W. Lippincott, president of the Lippincott Publishing Company, gave the following advice to writers: "Rent a bungalow by the sea in California, wait for inspiration, then write."

John Steven McGroarty gave a speech of welcome at the opening luncheon that took his hearers by storm. John Henry Nash spoke on "Fine Printing." Doctor W. D. Sansom had good advice in his remarks on "Normal Diet."

A. M. Robertson, dean of San Francisco booksellers, talked about publishing some of the first works of Ambrose Bierce, George Sterling, Edwin Markham, and Ashton Smith.

At the dinner dance, Chief Standing Bear and his Indian dancers gave a demonstration of Indian dances. William S. Hart and Chief Standing Bear spoke in sign language.

At the banquet, Monte Blue, as toastmaster, let the quips fly in rare form. The description of the White House Library, a presentation of five hundred volumes by the publishers of America, was made by John Howell of San Francisco. The galaxy of authors who spoke at the banquet included Louis Bromfield, Hugh Lofting, Homer Groy, Richard Halliburton, and Lieutenant John Vandeweer Deuel.

"Putting Mystery Stories on the Screen," by Jean Hersholt, and "The Mystery Story as a Game," by Colin Clements, were two of the most delightful talks of the week.

Children librarians of Los Angeles and county flocked to hear Miss May Massee of Doubleday, Doran Company speak on a "New Day in Children's Books," and Louise Seaman, editor of the juvenile department, Macmillan Company, talk on "Some Adventures in Bookmaking."

Miss Jasmine Britton, librarian of the Los Angeles City Schools Library, and Miss Helen E. Vogleson of the Los Angeles County Free Library were in attendance at the convention. Carl Moon, author of Indian stories, told about the Navajos.

The theme of price cutting among the booksellers was the most provocative one of the convention. The convention went on record as approving the investigation of whether or not publishers by contract could force their books to be sold at a stated price for a certain length of time. Paul Elder of the Paul Elder Company, San Francisco, president of the Western division of the American Booksellers Association, was reëlected president of the association. Odo B. Stade of the Hollywood Bookstore was elected secretary, and Sam Levinson of Sacramento as treasurer.

To the important department of the national organization, the Board of Trade, the following were selected to serve for a three-year term: Vivian Cooley of Portland; June Cleveland, head of Bullock's book department; T. Albert Hooper, of Salt Lake City; and Charles Hixson of Los Angeles. Two-year termers are J. E. Ericksen of Seattle, Howard Boyse of San Francisco, Ernest Dawson of Los Angeles, and Richard Montgomery of Portland, the last three held over from last year. Those to serve one year are W. Baldwin of Spokane, David Newberry of San Francisco, Leslie Hood of Pasadena, and Eugene Sommer of Berkeley.

Portland was indicated as the probable meeting place for next year.

George C. Bush, Superintendent of the South Pasadena schools, and the Board of Education are inaugurating a three-year building program for the construction of an auditorium at each of the city's five grammar schools. This program is in accordance with the presidential advice suggesting the spending of public money in time of depression. The money for the construction of auditoriums to the three larger schools is already in hand, having been accumulated out of regular tax levy. Each of the auditoriums will cost $50,000. The fourth auditorium will be built next year, and the last the year following. In addition, the administration building is to be enlarged by 70 per cent by adding more storage rooms, offices, and a conference room for teachers.

The high school cafeteria is to be renovated at a cost of $8000 and to be so arranged that it can be used for banquets. Bids are being asked for a $15,000 pipe organ for the senior high school.

Elmer C. Neber, District Superintendent of the San Marino Schools, will have a new primary school—the George S. Stoneman School—ready for occupancy this fall term. Built at a cost of $67,000, on a 2½-acre site, it is a most attractive primary building, complete with all late conveniences for modern education. The kindergarten suite is to be especially noted. This is a unit separate from the rest of the school, with its own playground. The kindergarten room is large, with beamed ceiling, a wood fireplace, a painted frieze upon the walls, lockers, etc. In this same unit is a transition room in which the pupils during their last three months in the kindergarten prepare for first grade work.

There are six classrooms, a cafeteria, kitchen, and dining-room of more than usual attractiveness, offices, nurse's room, and restrooms. Touches of the unexpected occur in figures of cement in Mother Goose and flower designs in all the ventilation vents. The school has a capacity of 250 pupils.

Carroll D. King, formerly with Ginn & Co. in Southern California, who last year resigned and took a trip to Europe, has returned to Southern California and has been since February employed by Gregg & Co. as their Southern California representative.

Frank D. Wright, District Superintendent of El Monte, and his board of trustees are considering the construction of an auditorium of eleven hundred capacity for the El Monte Grammar School. The cost of auditorium and stage is estimated at $36,000. If the building is started this year a bond issue for part of the money needed will have to occur in the near future. C. Thomas and Peter Figer of Pomona are the architects. During the last four years the El Monte schools have increased by twenty-four classrooms.

O. S. Hubbard, Superintendent of Fresno City Schools, has been very successful in the last year in inaugurating and carrying on the conference system among his elementary school principals. Problems have been solved, and a feeling of coöperation throughout the teaching body has become more evident.

John W. Cappleman, principal of the Webster School, Fresno, is a native son, born of pioneer stock at Columbia, Cal., where gold was first discovered. Mr. Cappleman is chairman of the Fresno City elementary school library committee. This committee has formulated a very excellent book report card which in brief designates the nature and value of the book considered.

C. S. Clark, Superintendent of the Merced Grammar Schools, is a devotee to music and poetry. He has recently given some recitals of his own verse. The John Muir school orchestra of twenty pieces, E. L. Bareilles, director, has appeared recently before several Merced city organizations.

A. G. Elmore, Superintendent of Stanislaus County Schools, is a candidate for election to his fourth term as Superintendent of the County Schools. Mr. Elmore is a son of Stanislaus County and has spent thirty-three years in school work there. His record shows eighteen years at Turlock as City Superintendent before he came into the county superintendency. While in Turlock, Mr. Elmore served three terms as city clerk and also spent one and a half years employed in a Turlock bank. Previous to the Turlock work, Mr. Elmore was in charge of the Hughson Grammar School for three years. Under Superintendent Elmore's guidance, the Stanislaus County schools rank among the highest in the state.

George S. Townes of Weed, Siskiyou County, District Superintendent, made special preparations for Education Week. The elementary grades had on display a most excellent exhibit of tables, desks, chairs, bookcases, and all sorts of useful household and office furniture and ornaments. The display showed very definitely that children responded to their environment. Many of the children of Weed come from homes of workers in raw material, and have a mechanical turn of mind.

TEACHERS PLEASE NOTE

The Grade Teacher, formerly "Primary Education" and "Popular Educator," edited by Miss Florence Hale, has become the most popular teachers' journal in the country. The price is $2 a year. Teachers, County Free Libraries, Superintendents, and others should send their subscriptions to

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DEPARTMENT OF SPECIAL EDUCATION

By HILDA M. HOLMES

Announcement

THE STATE DEPARTMENT OF EDUCATION of California has authorized the State Teachers College of San Francisco to train teachers of handicapped children.

The faculty has prepared curricula for training the teachers of backward and mentally deficient children, the deaf and the deafened, the partially sighted, those with speech defects, and the physically handicapped. These courses will appear in the forthcoming catalog.

For two years, work in training teachers of children with speech defects and work in lip reading has been in progress. This work will be given in this year's summer session. The training of teachers of mentally deficient children will begin this fall, and in the summer session of 1931 the whole program of training teachers of handicapped children will be in operation.

The Northern California Conference on the Education of Exceptional Children

"THE ONE THING we have in common is the fact that we are all different," a speaker wittily remarked at the Northern California conference on the education of exceptional children. This meeting was held April 26, 1930, at the Hotel William Taylor, San Francisco.

Some Next Steps in the Field of Special Education.—Doctor John Louis Horn, professor of education at Mills College, the chairman of the meeting, stressed the fact that the field presents numerous problems. One of the problems of organization is that of classifying exceptional children. How many divisions should be made? Should they be grouped according to "type" of handicap? How big a school system should undertake such a problem of classification?

This leads us, naturally, to the question of the construction of differentiated courses of study. Though many general principles underlying such courses have been formulated, the detailed methods of procedure still need to be worked out. When this is done, a demand will be created for the preparation of textbooks based on these new curricula.

Teacher training for the teachers of exceptional children is concerned with the questions: Shall students for training be selected from undergraduates or from experienced teachers? Where shall such training be given? Shall it be distributed among various institutions or shall one or two urban centers be selected? What shall be the common core of such training, and what shall be its special features?

Special Education From the Point of View of the State Bureau of Vocational Rehabilitation.—H. D. Hicker, chief of the bureau of vocational rehabilitation, State Department of Education, explained the part of vocational rehabilitation in the scheme of special education, and the necessity of a plan of adjustment for every handicapped child. The bureau consists of a staff of men and women who give vocational advice to the handicapped of sixteen years of age and over. Counselors and teachers could seek advice regarding opportunities for and training of such pupils under their care earlier, and thus at sixteen the child should be better equipped for making an adjustment to the business world. Mr. Hicker cordially offered the coöperation of the state in planning for and aiding in the adjustment of handicapped children.

Lessons Derived From a Survey of School Children.—Doctor V. H. Podstata, associate clinical professor of psychiatry, University of California, stated that 52 per cent of all patients in hospitals in the United States are insane and nervous cases, and that there are at least as many outside the hospitals, not at all adjusted to reality. He stressed the importance of recognizing the children drifting in the direction of mental disease. Prevention is vital, since the cures effected in the hospitals are neither as frequent nor as permanent as could be desired.

Doctor Podstata outlined the program of the city schools of Berkeley for caring for problems of maladjustment, with the aim of the prevention of later mental disease. The principal of a school gives a report of her pupils who present the most serious problems, to a counseling group which includes such experts as a physician, psychiatrist, psychologist, visiting teacher, etc., and which coöperates with the City Welfare Department, the City Police Department, and is equipped for home visitation, for school adjustment, and for clinical advice. Though it is too early yet to be able to give a complete report, Doctor Podstata stated that there was no report in 12 per cent of the cases, no change in 16 per cent, improvement in 36 per cent, and marked improvement, amounting to normal adjustment, in 36 per cent of the cases.

Setting Up a City Program of Education for Exceptional Children.—Some of the problems involved in setting up a program of education for exceptional children were outlined by Leo B. Baisden, Assistant Superintendent for Elementary Schools, Sacramento. As yet there is no common understanding regarding the problems and objectives of special education. There is not even a common terminology, nor do people mean the same thing when they use the same term. For instance, what is an exceptional child? In a recent report of the school children of Sacramento, eight thousand were at grade and three thousand not at grade. Thus 37 per cent are exceptional. There is obviously a need for a definite terminology as an aid to clarifying thought and in defining the objectives of special education (a term, by the way, to which some also object).

Before an adequate program can be planned for "exceptional children," there is the necessity of securing a proper public attitude toward "special education," as there is a stigma attaching to special schools and classes.

There is the cost to consider. Specially trained teachers will need greater compensation, and special equipment is necessary. These factors will raise the per capita cost.

The question of administrative procedure is also complex. Should the plan involve special schools, or should special classes be organized in certain school buildings, or should centers be developed?

Lastly, who ought to direct the work? Should we multiply director upon director, having one for each of the numerous phases of the work, or should one director attempt to cover the whole wide field?

The Place of the Residential School in the Program of Special Education.—Twenty-three years of experience in both the residential and day schools were the basis of the opinion of Doctor R. S. French, principal, California School for the Blind, Berkeley, that the value of a residential school lies in the fact that it provides a controlled environment. He pointed out the advantages that the regular regimen of such a school has in the establishing of habits and the fine equipment that can be provided in the way of special libraries and musical equipment. The staff, too, in such a school is carefully trained and selected, and is more permanent than that of a day school.

Special skills are possible of development in the residential school, *e. g.*, housework. There are not the problems of classification, such as are found in the day school. Added to which, there is a cultural intensity to be found in a residential group which fosters the formulation of helpful friendships.

The Future of the Nursery School.—Doctor Herbert R. Stolz, director of the Institution of Child Welfare, University of California, Berkeley, brought out the point that at present most nursery schools in America are maintained in connection with institutions interested in research, and it is difficult to foretell just how the movement will develop in the future as a part of an educational system, and what it will contribute to our knowledge of exceptional children.

Section Meetings

AFTER LUNCHEON, section meetings were held dealing with the more specific problems involved in the education of crippled children: Chairman, Miss C. Daly, principal, Sunshine School, San Francisco; the deaf and deafened, chairman, E. A. Stevenson, chief of the State Bureau of the Deaf; the mentally

handicapped, chairman, Miss L. M. Lombard, supervisor of atypical classes, San Francisco; and those with speech defects, chairman, Mrs. M. F. Gifford, chief of the State Bureau of Speech Correction.

Service Clubs and the Crippled Child.—J. W. Fricke, chairman of the Rotary Club committee, told of the work of the service clubs for crippled children. He spoke of the organization of the Sunshine School of San Francisco on September 16, 1924, with seven children, in one room on Bush Street. Today that school has two buildings and eighty-six pupils who are being helped to help themselves. He said that only 20 per cent of handicapped cripples were receiving attention, and asked, "What of the other 80 per cent?"

Health Work in Oakland.—Doctor Alvin Powell, director, department of health, stated that the experiment of trying out two sunshine classes in Oakland for one and a half years has done more to sell health work than all the physical, educational, and health bulletins in ten years.

The equipment was simple, consisting of a dressing-room, a restroom with cots, and a study room.

The personnel consisted of a teacher familiar with teaching in every grade of the elementary school and with sympathy for the work, a counselor, and a physician.

A cumulative history of every child in this class is important and contains a report of his social life, health, school, family background, etc.

After the physical examination, the family, teacher, and doctor get together to see if the child can be fitted into half a day's work, the rest of the time being given over to special routine, which includes proper diet, rest, and sun baths.

The objection to providing this sort of class in every school is the cost, but it was found actually to be a saving of money to the city, for the amount of money received is based on average daily attendance, and there were sufficient additional days of attendance on the part of these children due to this work to offset the cost.

Rehabilitation of the Crippled Child.—J. Dodd of the State Rehabilitation Bureau pointed out that a program of vocational rehabilitation is both humanitarian and of economic value, since children who would be entirely dependent become self-supporting.

In addition to the usual education, the crippled child needs vocational training *built upon his ability, not his disability.* Such a child needs real counsel to see that the vocation taught is one suited to his ability, that the product of his work will find a market, and that he will be able to find employment when he is trained. A counselor must know occupations and their drawbacks, as well as rewards.

How California Is Providing Education for the Crippled Child.—A. S. Gist, State Teachers College, San Francisco, stressed the qualities needed by a teacher in this work. Not only must she have technical training but the highest professional qualifications. She must have a genuine sympathy for children as well as a broad training. The field of teacher training is new. The State Teachers College at San Francisco has been authorized by the state to give courses suitable for the training of teachers of handicapped children.

High Lights From the Conference of the International Sunshine Society for Crippled Children Held in Toronto.—Miss Bertha Strange, executive secretary of the California Society for the Crippled, gave a history of the work with crippled children. She stated that every crippled child who can profit by instruction should have the privilege of education, should have medical care, and should be taught a vocation.

In speaking of the international conference, Miss Strange said that all were concerned as to the next step forward, and the responsibility of the state in carrying on all work for crippled children was discussed.

Helps in the Teaching of Early Language to the Deaf Child.—The deaf child's perception depends on four, instead of five, senses, said Mrs. Marietta Vinson, California School for the Deaf. His impulses are normal and he is often desperate for expression. The training should show him possibilities for expression and the method should be definite and not haphazard.

Mrs. Vinson stressed the order of language teaching, and approved a system that does not require sentence analysis but rather a synthesis, as the latter is simpler.

Foundation and Work of the First Three Years.—Teachers of the deaf were urged to make the work more like that of the regular classroom, by Mrs. Pearl Constantine, Gough School for the Deaf, San Francisco. She has analyzed the state texts and other readers, and has built up a common word list so that the children can use the same books as hearing children.

She discussed the most feasible time in the child's education for attacking such problems as direct and indirect discourse and the specialized vocabularies needed in such subjects as geography and arithmetic.

The Need for a Common Nomenclature.—Miss Mary Millea, Oakland Day School. The value of the following classifications, totally deaf, partially deaf, and slightly deaf, with the added description as appropriate of born deaf, made deaf before speech acquired, and made deaf after speech acquired, were discussed by Miss Mary Millea. There is undoubtedly a need for such definiteness in bringing before various boards and the general public the needs of these children.

The Deafened Child, His Status and Needs.—Mrs. Mary Fitz-Gerald, Deputy Superintendent of Schools, San Francisco, gave a history of the early work in this field. Mrs. Fitz-Gerald stressed the importance of preventive measures and of prompt remedial action, since most deafness is progressive. However, if taken in time, 83 per cent of the cases of the hard-of-hearing may be improved.

In San Francisco a hearing survey has been made of the school children, using the audiometer. It was found that from 1 per cent to 1.5 per cent of all school children here need lip reading.

Problems in Mental Hygiene.—Miss Zella Ryan, State Bureau for Handicapped Children, stressed the training of an individual for proper adjustment, and the prevention of maladjustment. The mental and emotional health of all children must be promoted if behavior difficulties, delinquency, and in some cases insanity are to be avoided. In the process of wholesome adjustment they must learn to accept authority and must have the satisfaction of success and of "doing things." With the development of an inferiority complex, which is often the result of failure to make a successful adjustment, we find the attempt at compensation showing itself in some delinquency, *e. g.*, stealing. However, inability to work with "symbols" in academic work does not mean inability to work with materials, thus the latter often provides the key to such a child's adjustment.

Practical Training for Retarded Girls.—Miss Branson, special class teacher, Oakland public schools, outlined her program. Her class is held in a cottage—thus she is able to teach her girls to cook, sew, keep house, and to give them the elements of home nursing and child care, in what approximates a real life situation. The girls take responsibility for the work and are often placed in good homes at the end of their training. Her experience leads Miss Branson to feel that housework offers the best vocation for retarded girls, as the environment of a factory or cannery often proves to be too much for them.

Results of Ungraded Class Teaching and Placement, as Shown in After-Care Report.—Miss N. V. Eager, assistant supervisor, ungraded classes, San Francisco, spoke of the work of the after-care department for the former ungraded class pupils. The after-care work was organized in 1920. There are now 1693 children on the files. At sixteen years of age most of these can leave school. Suitable employment is obtained for them, and also exemption from part-time high school. The children and their parents are encouraged to come to the office with their problems.

One striking feature of the report was the low percentage of delinquencies. Only seventeen out of 1693 have been brought before the juvenile court since leaving school, and only eight have been before the adult court.

Personality Improvement Through Speech Training.—Mrs. M. F. Gifford, chief of the State Bureau of Speech Correction,

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pointed out that not only do mechanical difficulties lie back of speech difficulties, but mental and emotional ones as well.

There is need for teacher training. The teacher herself must be correct regarding voice and diction. She should also use voice records on the graphophone. The classroom teacher can coöperate by helping with articulatory defects.

Regarding the psychic side of defective speech, fear versus confidence was discussed and the importance of character building, of the formation of right habits, and of helping the child to make an adjustment to life situations.

Essentials for Teacher Training in the Field of Speech Defects.—Miss L. McKenzie, San Francisco State Teachers College, said that the speech teacher must know how to secure coöperation from others. She must have excellent health. She should be able to hear tone, to distinguish vowels, and must have clear enunciation. She needs a rich background of psychology, neurology, psychiatry, and pediatrics, especially in their relation to speech. Regarding methods, she should develop the ability to produce normal speech.

The Importance of Phonetics in Speech Correction.—Professor S. Barrows, San Jose State Teachers College, defined phonetics as the science of speech sounds, *not* a device for teaching reading. She said that phonetic training offers a short cut to articulatory work.

The science of speech sound has been built up through studies made by psychologists, linguists, anatomists, and physiologists, as well as by workers in the field of music and speech correction.

Habits of hearing are very important, as the child cannot produce what he cannot hear.

School and Home Follow-Up for Speech Correction.—Miss K. Inglis, vice principal, John Swett School, San Francisco, showed how necessary it is for the speech teacher to visit the regular classes to encourage the children under her care to strive to attain a perfect recitation, to visit the teacher to get her coöperation, and to visit the home to explain to the parent the aims and methods of the work, for only through understanding and coöperation by all concerned, *viz.*, child, teacher, and parent, can the best results be achieved.

Public School Organization of Speech Correction Classes.—Miss Edna Cotrel, field assistant, State Bureau of Speech Correction, explained the organization and aims of the state in connection with this work. The State Department is trying to get the public to see the need of this work, is trying to organize the work in counties and communities, and providing for teacher training in this field.

At present San Francisco has seven full-time teachers and fifty-five part-time teachers engaged in this work.

Responsibilities Confronting Us in the Field of Special Education.—Vierling Kersey, Superintendent of Public Instruction, State of California, outlined responsibilities in the matter of special education.

First, a definition of what special education means is needed, then a program must be constructed, and administrators will be necessary to carry it out. That is why clear definition and definite objectives, a general understanding, and a common point of view are so necessary.

The State Department can help and advise in all this. There are experts who are willing to go to any community about to start a program of special education and advice, for special education has handicaps all its own. Some practices are wrong and need correction. Wrong starts should be avoided.

The State Department is fostering a scheme of wholesome educational promotion, for California needs a vision of the needs of special education. There is a need to promote widespread interest in the training of teachers for this work. "Special education ought to be *a part of* the program of education instead of *apart from* the program of education," was Superintendent Kersey's pointed conclusion.

Permanent Organization Formed.—Before adjourning, those attending the conference unanimously approved the organization of the Northern California Council for the Education of Exceptional Children. Anyone interested is eligible for membership.

DEPARTMENT OF RURAL EDUCATION

Conducted by Helen Heffernan
Chief, Division of Rural Education of the State of California.

A "Clearing House" as a Means of Supervision

By Vivian P. Evans
Rural School Supervisor, Riverside County, California

Teaching and learning are most effective when they come in answer to a real need or desire. Any teaching or learning is sure to function best in educational growth when it takes place at the white heat of interest. May we go further and say, "Is there ever real educational growth without a struggle and a genuine interest in that struggle?" Doctor John Dewey says, "The educator who associates difficulties and effort with increased depth and scope of thinking will never go far wrong." Truly, "growing pains" seem to have a place in education.

A new supervisor was added to the staff. She came into an office already crowded with the details of county administration. Other members of the staff generously shared the available space but, even then, she had only the surface of a desk blotter in which to plan and organize her supervision over an area of more than seven thousand square miles.

In her visits over the county, the supervisor noticed how little the children of one district seemed to know of children in other districts. Realizing that boys and girls are always more interested in other children than in anything else and that coöperative effort among children is one of the best ways of genuine teaching, she tried to find some way in which these children in the various districts could be brought into a common interest. All year long she struggled with the problem. From the desk blotter, she carried on correspondence with the children during the few hours she was in the office, and many evenings and week ends were spent in writing letters at home. Her car was always loaded with interesting things made by the children in the schools to show to other children whom she visited. One upper grade activity, based on local history and geography, was especially happy in results, but generally speaking it was impossible to do the work in a satisfactory manner with the space provided. A real "clearing house" for the exchange of ideas was needed.

By the close of the year, the supervisor became so concerned with her dilemma that she appealed to the County Superintendent for help. The County Superintendent made a tour of the courthouse and found, on the second floor just under the roof, a large room which had not been used for a number of years. There were no windows except skylights, but this situation only offered a larger area of wall space. The floor was covered with linoleum, but otherwise, except for a small table, there was no furniture.

The County Superintendent secured permission to use the room high under the roof as a display place for the children's work. He also provided a filing case for records and other papers and an electric fan to make the room more comfortable on warm days. With the help of the janitor, the supervisor selected as her other furniture the best material she could find

The Mexican colony village

The cement plant in Mexican colony

among the discarded furniture in the basement. After much planning and many weeks of work at odd times the janitor could find free, the room was furnished. In the remains of two old easels, enough good pieces were found to make one good easel to hold a blackboard bulletin contributed by one of the schools. An old wooden partition, made of wainscoting, was repaired and placed upon standards to serve as a screen which would give additional pinning space. Old election tables were repaired and covered with kraft paper to welcome the work sent in by the schools. Old chairs from the basement were repaired, cleaned, refinished and placed in the room. A large closet was fitted with shelves and an old table to serve as a storage place for things not on display. Two old screens were repaired and cleaned to receive display materials. Bookcases were made of old boxes which were shelved and covered with kraft paper. Poster pictures were framed in molding from the planing mill and painted with black enamel. In the absence of glass, a coat of floor wax was rubbed over the surface of the picture so that it could be washed. When the supervisor brought in her own chair and desk with its furnishings and her own portable typewriter, the room was ready for action.

Soon the children's treasures came pouring in! Each contribution, unless otherwise specified by the children and teacher, was to be a loan. In this way, there was a continual procession of material coming and going. By December of the first year, an excellent exhibit was ready for the county institute. The things sent in were especially valuable because they represented real school work based on child interest—not merely prepared exhibits.

Child interest and child growth were the things always stressed. No matter what the result seemed to be to the layman, real educational worth to the child who produced the result was the test of its value in our work. From the first, encouragement was given in the use of large materials worked out in three dimensions, rather than small materials made into flat work. Copying and the use of patterns were both discouraged. The creative side of work, beginning in child initiative, growing out of home and community interests, was always approved. Industrial arts as a subject for purposes of education was always recognized as the natural beginning which leads to fine arts through gradual growth and need. The effective use of discard material, which can be seen in the contributions described below, was always encouraged. A child, guided in the use of discard materials in creative work at school, is much better prepared to make a wise use of his leisure time in constructive occupation with materials common in his home than he would be if his school contacts were all limited to the use of commercial material.

Variety in response to material was one of the most interesting features of the work expressed through every phase of the curriculum. Many valuable points must be omitted because of lack of space, but a few brief descriptions will give an idea of the general character of the activities.

During the first year, primary history had an important place. One study in pioneer life resulted in a large reproduction of Daniel Boone's village, called "Boonesborough." The chil-

(Continued on page 12)

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

THE ADVERTISING VALUE of literature has not been fully realized in California. The time has come when the great corporations and public institutions that benefit by tourist-travel increase in population should patronize the poets and prose writers who sing and write of the Golden State.

DAVID RHYS JONES of Siskiyou County, recognizing this value, has started a movement to teach the literary and historical background of Northern California to the school children.

J. D. SWEENEY of Red Bluff, who has devoted much of his time to promoting historical literature, is delighted that at last Northern California is about to realize the value of historical and literary land marks.

CHARLES S. GREENE, poet, editor, librarian, recently passed away. He was for many years librarian for the city of Oakland, editor of the *Overland*, and always a poet. His reaction to nature, to life, and to his social environment was that of a man with fine poetic feeling.

E. R. DEERING, the efficient District Superintendent of McCloud, suggests a popular subscription be taken up by the admirers of Joaquin Miller's poetry to establish a monument to the poet, to be placed in the Shasta region, which has been so beautifully described by Joaquin and where he made his home during his boyhood years.

NO OTHER SECTION of the country has neglected its poets as has the Pacific Coast. The men of wealth, like Stanford and Huntingdon, build universities and museums. The poets hold the best in culture and genius. The Chamber of Commerce of Mount Shasta is interested in building a boulevard around the picturesque mountain, to be followed by a duplicate of Joaquin Miller's log cabin at Soda Springs, with a possibility that Gertrude Boyle Kano, the sculptress, will carve on the side of Castle Rock a huge figure of the picturesque poet of the Sierras, and the battlefield at Castle Crags will be made an interesting landmark for tourists.

THERE ARE three candidates for Governor: James Rolph, C. C. Young, and Buron Fitts. The teachers of California are interested in politics to the extent that they want a Governor who believes in adequate retirement salaries, good tenure laws, a change in the method of raising money for schools from a direct to an indirect tax, less expensive ornamentation in school buildings, and more money for equipment. The three candidates are noted for outstanding devotion to public service, integrity, and efficiency. Voters will have to make their choice on personality and public policy.

THERE WILL BE no candidates to oppose Honorable Vierling Kersey, Superintendent of Public Instruction, in the August primaries, and the county superintendents will be reëlected, with few exceptions, without opposition. Such outstanding superintendents as C. W. Edwards, Ada York, L. S. Newton, Mrs. Reynolds, Joseph E. Hancock, Pansy Abbott, A. S. Pope, H. W. Bessac, R. E. Golway, C. S. Weaver, Robert A. Bugbee, William H. Hanlon, D. H. White, R. P. Mitchell, Robert L. Bird, Edna H. Young, James B. Davidson, O. F. Staton, David E. Martin, and others will be asked to serve for another term. Public sentiment is dead against the old-fashioned political activity, and few qualified educators will have the temerity to attempt to displace a County Superintendent who is giving good service to his community.

It is reported that Superintendent Coe of Imperial County and Vivian Long of Plumas will not be candidates to succeed themselves.

DOCTOR H. E. BENNETT, author of "School Posture and Seating," has resigned from William and Mary College to become associated with the American Seating Company. He is the standard authority of the United States, and his services to the schools will be of great value, both to the children and to the American Seating Company.

THE SAN FRANCISCO School Department has been greatly concerned in a new schedule to give administrators and teachers adequate salaries.

The Board of Education has expressed itself in favor of the major portion of the recommendation. The teachers are to be congratulated in view of the fact that substantial increases were granted at a time when taxpayers were whistling to keep up their courage.

THE VARIOUS chambers of commerce, recognizing the advertising value of literature, will use Frémont's Trail, the life of John Bidwell, Peter Lassen, W. B. Ide, and others of the days of '49. Let this generation build monuments to Bret Harte, Mark Twain, Joaquin Miller, and the others who have contributed to the literary commonwealth of the West.

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(Continued from page 9)

dren really seemed to live through the experiences of the vanguard of the westward movement in American history. After the study of many heroes, they decided to make Boone's village. Not having near the schoolhouse the necessary materials, they spent a large part of their noon hours going back into the hills to gather sticks for the cabins. The sticks were loaded upon Mollie, the brown mule, who patiently carried the burden back to the schoolhouse and then had time to rest before she took her little masters home to their parents. Another study, concerned with medieval life, culminated in a wonderful castle with a mechanical device worked out to lift the drawbridge. Another interesting outlet of interest through history came from a school on an Indian reservation which built a huge book illustrating the many holidays observed in American life.

Indian life, too, had a prominent place in the children's interest. There were many Indian villages, and one fourth grade interest resulted in the dramatic form of an Indian play, planned by the children with their teacher. The play was finally given at the primary section of the teachers' institute and, later, for a group of parents from another community who were interested in having an activity program in their school.

Pottery was the outcome of interest in many places. Sometimes the clay was procured in one way, sometimes in another. In one place, the clay was found while on a flower hunt; in another, the principal and a group of boys made a long, hard trip over the sandy desert to get the clay; in another place, the clay was contributed by the men at the clay pit, for the school was in a mining community; in other places, various children brought the clay to school; in still another place, a little first-grade child guided his teacher with a group of children to a creek bed where he waded in and dug the clay from the creek bottom for the clay work in the school. In some places, the clay pieces were merely dried; in others, they were dried and shellacked only on the inside, which did not destroy their beauty and still made them water-tight; in others, the firing was done in the back yard of the school as the Mexican Indians do it; at the clay mines, the pieces were often fired in the commercial kiln at the plant.

Interest in various forms of literature resulted in character dolls, among which Ichabod Crane seemed to be a favorite. Gay little motion picture shows offered a means of telling stories in a new way. Sand tables and trays contained clever illustrations of stories full of the charm of childhood.

Nature interest found expression in many ways. One school had a lovely wild flower garden made by the children, who pressed and mounted many flowers to make a beautiful book. One study of wild flowers resulted in a charming little book of original poems about wild flowers. Another group became interested in trees and made a collection of various woods. Another group made a collection of the different kinds of rocks in the neighborhood.

Local geography offered many avenues for expression. The county as a whole was studied in relation to local environment, and out of this grew many interesting activities, among which were an orange packing house with all details, inside and out, worked out; an orange grove with the orange pickers at work; parks; gasoline storage stations; a cement plant; a Mexican colony village; maps of the county as a whole and in parts; dairies; date gardens; cotton fields; ranches with full equipment; irrigation systems; and reproductions of schoolhouses. One class worked out a chamber of commerce in miniature which received broadcasts giving reports from all over the county. Another group made a clever motion picture show which gave pictures and legends, telling of the county. In addition to all these miniatures, there was a large book which had been organized in a clever way with reference to the class which produced it. The school represented was one having many migratory children. The school building is close to the highway leading to Los Angeles, and the children have their best chance to learn about the county's resources through watching the traffic as it passes. In the book which they made, each child had a page containing the drawing of a loaded truck or automobile with a legend telling what the load had to do with county geography. By the time the book had been finished, a very good record of county geography had been made.

Many other things besides had a place among the children's interests. Little villages, depicting African, Eskimo, and Congo life, came side by side with play stores, completely furnished doll houses, and doll furniture large enough for children to use. Booklets, baskets, vases, decorated boxes, mechanical toys, reading records, number games, friezes, fresco painting, doll clothes, block houses, and tools made of bones and stone all had a place with woodwork and sewing. One very interesting thing was a globe made of a spherical gourd on which a map of the world was drawn and mounted on a standard made of baling wire. Truly this was like the workshop of Santa Claus!

Large numbers of children came to see the room. Sometimes they came in groups with their teacher; at other times they came with their parents. Often the children enjoyed a visit to the room while the parents attended to their shopping and other business. In this way, the children of all the schools became interested in each other and the exchange of ideas among the children was a power for good all over the county.

Teachers, too, came frequently to look over the work and were thus helped in their teaching. Each year there was an exhibit at the Southern California Fair as well as at the county institute. Materials were coming and going all the time, and each year's results showed a constantly rising standard of teaching because of the personal contact among teachers and children which had enriched the work.

CALIFORNIA RURAL SUPERVISORS ASSOCIATION, Southern section, met in the office of the State Department of Education at Los Angeles at ten o'clock on March 31.

Julian McPhee, chief of the bureau of agricultural education, spoke on agricultural conditions in California and outlined the state's program by which 150 high schools are offering vocational agriculture. Mr. McPhee stated the need of developing interest in agriculture through courses in elementary nature study and agriculture. He solicited the coöperation of southern rural supervisors in developing a state-wide program for more effective nature study education in the elementary schools.

Doctor Gertrude Laws, state supervisor of child study and parent education, spoke of the possibilities of parent education in the rural areas and presented the supervisors with a bibliography of useful recent books on the subject.

Miss M. Madilene Veverka, supervisor of kindergarten–primary grades in Los Angeles, discussed basal vocabulary for beginning foreign children.

The activities of the southern association concluded with committee reports on curriculum.

Among those present at the meeting were: Helen Heffernan, chief, Division of Rural Education; Julian McPhee, chief, Bureau of Agricultural Education; Lillian B. Hill, chief, Bureau of Attendance and Migratory Schools; Doctor Gertrude Laws, supervisor of child study and parent education; Margaret VanVoorhees, director physical education, San Diego; Paloma Patricia Prouty, music supervisor, Riverside; Evadua Kraus Perry, art supervisor, Orange; Dora Pankey Glines, penmanship supervisor, Orange; Irene Loose Schoepfle, music, Orange; Alice M. Crimp, music, Los Angeles; Josephine Douglas, assistant supervisor, El Centro; Vivian P. Evans, general supervisor of kindergarten and grades one to four, Riverside; Marie C. Cuddy, Lyons & Caruahan Co., Chicago, Ill.; Gladys L. Potter, general supervisor, San Bernardino; L. H. Lovelace, supervisor of records and attendance, San Diego; Beulah M. Hartman, general supervisor, San Bernardino; Fred W. Clooney, general superintendent, San Bernardino; Lura K. Tyler, general supervisor, Imperial; Lida C. McCaid, primary supervisor, Los Angeles; Grace L. Adams, health and physical education, Los Angeles; Lorraine Meller Sherer, director of curriculum, Los Angeles; Edna S. Mettler, Zaner Bloser Co., Columbus, Ohio; B. H. Gibbon, District Superintendent, National City; La Venita Arthur, first grade Mexican teacher, National City; Myrtle S. Finney, principal of Otay School, Chula Vista; Elizabeth P. Bergeman, elementary teacher, National City; Katherine Morrison, county supervisor of art, San Diego; John R. Hunt, director of supervision, Los Angeles; Isabel Gilbert, rural supervisor of grades five, six, seven, eight, Riverside; John Iml, general supervisor, San Diego.

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STATE BOARD OF EDUCATION

THE STATE BOARD OF EDUCATION met in regular quarterly session at San Diego, Cal., April 11. All the members of the board were present.

On the recommendation of the Curriculum Commission, the board authorized the secretary to complete arrangements (1) to have the material on South America in Book I, Part II of Smith's "Human Geography" bound separately for distribution to the schools, and (2) to have the bulletin "Stimulants and Narcotics," published by the Los Angeles City School Department, made available for the use of teachers in the public schools.

The department of education in coöperation with County Superintendents of Schools was authorized to study the problem of county examinations for teachers and report to the board.

The board adopted the "Child Story Fourth Reader" by Freeman and Johnson, published by Lyons and Carnahan; and "Good Reading Fifth Reader" by Manly, Rickert, and Leubries, published by Chas. Scribner's Sons.

A request from N. P. Neilson, chief of the division of health and physical education of the State Department of Education, that the "Manual of Physical Education for Elementary Schools," by Neilson and Van Hagen, be published by A. S. Barnes & Co. for supplying these manuals to other states, was granted.

Doctor Anita Muhl of San Diego talked to the board on the subject of special education and reported on certain cases which she had advised.

The petition of the San Diego State Teachers College for the privilege of granting the special secondary commercial credential and the A.B. degree with a presecondary major in commerce was granted.

The following persons were asked to serve on California's public schools Olympic games committee:

Doctor Frederick Cozens, director physical education for men, University of California, Los Angeles; Ray Daugherty, director physical education city schools, San Francisco; Miss Rosalind Cassidy, director hygiene and physical education, Mills College, Oakland; Walter Hepner, City Superintendent of Schools, San Diego; Sherman L. Brown, principal Chico High School, Chico; Arthur J. Schuettner, director physical education for men, Los Angeles Junior College, Los Angeles; William F. Ewing, Assistant Superintendent of Schools, Oakland; George Lunt, county supervisor of physical education, Riverside; Miss Violet Marshall, director physical education for women, University of California, Berkeley; Doctor Sven Lokrantz, director division of health and corrective physical education, Los Angeles city schools, Los Angeles; Harry J. Moore, president California Interscholastic Federation, Long Beach; Miss Laura Heron, director physical education for women, Humboldt State Teachers College, Arcata; Mrs. Minnie B. Bradford, member State Board of Education, 1215 Thirty-ninth Street, Sacramento; N. P. Neilson, division of health and physical education, State Department of Education, Sacramento; A. C. Argo, principal Sequoia Union High School, Redwood City; Harry Bessac, San Joaquin County Superintendent of Schools, Stockton; Herman Spindt, principal Kern County Union High School, Bakersfield; J. B. Lillard, president Sacramento Junior College, Sacramento; Doctor Herbert R. Stolz, director Institute of Child Welfare, University of California, Berkeley; Miss Winifred Van Hagen, chief, bureau of physical education for girls, State Department of Education, Sacramento; Doctor Earl Coleman, director health and physical education, city schools, Fresno; C. L. Glenn, director division of physical education and athletics, Los Angeles city schools, Los Angeles.

A petition for the withdrawal of the San Gabriel elementary school district from the Alhambra high school district and the formation of a new high school district to be known as the San Gabriel high school district was held, in order that the board might determine standards by which it could consider these requests.

Appointments by the director of education to the presidencies of the state teachers' colleges and special schools, as well as faculties and employees in those institutions, were approved by the board.

The resignation of Mrs. Ethel R. Allen as chief of the division of adult education was accepted with keen regret. Appreciation was expressed by the members of the board concerning the fine professional service rendered the schools of California by Mrs. Allen. The appointment of Miss Edna M. Stangland to fill the position made vacant by Mrs. Allen's resignation as chief of the division was approved by the board.

Miss Ruth M. Eakin, assistant chief of the division of teacher training and certification, was granted a leave of absence to travel in Europe.

Retirement salaries were granted to public school teachers as follows:

$500 Annuities—Deal, Virginia Vere, San Francisco; Fitzgerald, Mollie T., San Francisco; Kleinsmid, Bertha A., San Diego; Laughlin, Leila Ada, Los Angeles; Pearson, Matilda E., Crescent City, Del Norte County; Redmond, Mary Theresa, San Francisco; Roesman, Thomas J., San Francisco; Sartain, Karen Lawson, care Mrs. George Kopp, Sacramento; Sharpe, Chauncey Oscar, Sausalito; Smith, Eugenia Ruffaker, Bakersfield; Stewart, James Newton, Redondo Beach.

Disability Annuities—Calkins, Mrs. Mabell M., Monrovia; Crawhall, Mrs. Carrie Maria, San Francisco; Dixon, Phoebe J., care Reverend Thomas Mee, Sacramento; Flickinger, Mrs. Nellie Zuck, San Jose; Hellmuth, Alice Crawford, Yreka; Hunt, Mrs. Florence W., Whittier; Johnson, Nicolina, Los Angeles; McNeil, Zadia A., Wasco, Kern County; Purvine, Ella Wyllie, Petaluma; Walker, Eva Gertrude, Glendale; Williams, Louella, Ukiah; Ray, S. S., Los Angeles; Bachrach, Mrs. Jeanetta W., Glendale.

The board voted to hold its next quarterly meeting on July 11 and 12, 1930, at the Fairmont Hotel in San Francisco.

Respectfully submitted,

VIERLING KERSEY, *Secretary.*

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

First District Meeting

The Hotel Alameda in Alameda gave the setting for the meeting of the first district of the California Library Association on April 5. The newly appointed librarian of the Alameda Public Library, Miss Isabel Curtis, is secretary of the district, and Miss Susan T. Smith, librarian of the Berkeley Public Library, president, conducted the meeting.

Through its chairman, Elta Camper, the active bibliographical committee reported that a check list of municipal documents in the bay libraries was being worked on, and many interesting comments and suggestions on this report were made by members of the district. Mabel Gillis, chairman of the certification committee of the California Library Association, gave a review of the recent work of that committee, telling of the points being emphasized in the revised circular of information, and stressing the fact that governing bodies of libraries were now to be urged to adopt the C. L. A. certificate as a requirement.

A lively discussion of possibilities for entertaining American Library Association conference visitors in the bay region on their way to or from Los Angeles in June resulted in the appointment of a committee to take charge of hospitality plans. This committee, named later in the day, consists of Harold L. Leupp, University of California Library, chairman; John B. Kaiser, Flora B. Ludington, B. B. Futernick, Stella Huntington, Gladys English, Mrs. Elizabeth Madison, and Robert Rea.

A luncheon was served in the ballroom of the hotel and was particularly enjoyable since it was without formal program and permitted time for talk with those seated near by.

At the afternoon session Professor Samuel C. May, director of the bureau of public administration of the University of California, explained the questionnaire on librarians' salaries being sent out to California librarians by that bureau at the request of the executive and salaries committees of the C. L. A. He asked for full coöperation from the libraries. The results of this study will, it is hoped, prove that librarians' salaries are low in comparison with other professions, and point the arguments for a higher scale.

Mrs. Julia G. Babcock, president of the California Library Association, gave an inspiring message dealing with association business and the coming national library gathering in Los Angeles. She was followed by Bertha S. Taylor, in charge of the prints department of the California State Library, who gave the results compiled from a survey of picture collections in libraries recently made by the State Library. While her talk covered practical details, it ended in an inspirational plea for the greater use of pictures through libraries.

Mrs. Frank Harris of Berkeley, one of the class leaders in parent education work in Berkeley, pleased the librarians greatly by her gracious acknowledgment of the assistance she and her coworkers, as well as their students, were constantly receiving from libraries. Her account of some of the experiences in parent education groups and some of the results accomplished was given so enthusiastically and entertainingly that the meeting ended on a high note of pleasure and satisfaction.

Some of the important business transacted was the election of the president, Miss Susan T. Smith, as nominator to act at the annual California Library Association meeting in Los Angeles, and Miss Isabel Curtis as alternate; and the approval of H. B. 6147, now before Congress, providing $1,500,000 for the purchase of the wonderful Vollbehr collection of incunabula to be placed in our Library of Congress.

The president and secretary of the first district are to be congratulated on the air of informality and friendliness instilled into the meeting, which made free discussion and exchange of ideas so possible and so enjoyable.

Third District Meeting

The Third District of the California Library Association met at Suisun Monday, April 7. Miss Margaret A. Barnett, librarian of the Santa Rosa Public Library, presided, assisted by Miss Ruth Hall of the same library as secretary. The whole countryside was a mass of wild flowers, and the members of the district greatly enjoyed the drive into this Suisun, or "West Wind," country, as the Indians called it.

The morning session opened at 11 o'clock in the attractive Woman's Club building, which was beautifully decorated with both wild and garden blossoms. Mrs. Julia G. Babcock, president of the California Library Association, brought greetings from the state organization and told of the various projects being sponsored by the executive committee this year, namely, the sustaining membership in the American Library Association to help the parent body attain its endowment fund; the publication of the early history of the California Library Association from 1895 to 1908, under the direction of George T. Clark of Stanford University; the redistricting of the state to equalize the existing districts, some of which have become rather unwieldy; and the survey of library salaries in the state being conducted by Professor C. S. May of the University of California at Berkeley. Mrs. Babcock also outlined the plans for the 1930 meeting of the California Library Association which will be held at Los Angeles June 23 to 28 in conjunction with the A. L. A. conference. She urged all to attend and act as hosts to our national visitors.

The next order of business was the election of a nominator for the annual meeting. Miss L. Gertrude Doyle, librarian of the Vallejo Public Library, was elected nominator, with Miss Sybil Nye, librarian of the Mill Valley Public Library, as alternate. Miss Clara B. Dills, librarian of the Solano County Free Library, then told of her trying experiences when the library main office was completely destroyed by fire on December 8, 1929. Previous to the morning session the visitors had inspected the temporary quarters of the library in the American Legion Hall, viewing exhibits of damaged material and office equipment and observing the marvelous reconstruction which had taken place, so they were in a position to appreciate what Miss Dills meant when she related her experiences. She spoke especially of her insurance adjustment and of how it was reached; over 22,000 books were destroyed, and the insurance allowed was $15,200.

Lunch was then served at the Mint Candy Shop, where tables were attractively arranged in a special banquet room. Miss Dills and her guests were honored by the presence of the entire Board of Supervisors of Solano County, who sat at luncheon with State Librarian Milton J. Ferguson in their midst and responded gayly to their introduction by Miss Dills. Other county officers and agents who were present and spoke included County Superintendent of Schools Dan White, Farm Adviser D. V. De Tar, and Home Demonstration Agent Catherine Bennitt. Community singing was led by Mr. De Tar and Rural Music Supervisor Anna Kyle. Mr. Ferguson gave a tribute to the county supervisors, saying that he had never known a library luncheon to be attended by so many at once. A happy feature of the luncheon was the showing of a motion picture of the Solano County Free Library fire, taken by Yozo Ikenaga, the proprietor of the Candy Shop, whose hobby is motion pictures.

The first speaker after luncheon was Mr. Ferguson, who talked of current national matters of interest to librarians; he deplored the recent tariff enactments against the importation of certain types of literature, and urged all librarians to support the Collins measure now in Congress for the purchase of the Vollbehr collection of incunabula. The members passed a resolution registering such support.

Miss C. D. Provines, librarian of the Sacramento County Free Library, then reviewed in her ever charming manner Helen Beauclerk's "The Love of the Foolish Angel." Following this, Mrs. Alice G. Whitbeck, librarian of the Contra Costa County Free Library, described the use of pictures in her county; she has a collection of over eleven thousand of all types. She told how the collection started and advised every one to begin such a collection, if only by clipping discarded books and magazines. At the close of the meeting a social hour was enjoyed, with punch being served by the local library staff members.

Fifth District Meeting

Friday, April 4, was a perfect day for a most delightful meeting of the fifth district, C. L. A., in the Civic Auditorium, Stockton. Miss Ida E. Condit, librarian, Stockton Public Library and president of the Fifth District, presided, assisted by Miss Angeline Orr, secretary. Mrs. Julia G. Babcock, president C. L. A., was an honor guest.

At a short business session preceding the program, Miss Nancy C. Laugenour, chairman of the membership committee, fifth district, gave excellent reasons why memberships should be taken out in the A. L. A. and C. L. A. Miss Condit was elected nominator and Miss Cornelia D. Provines alternate to act at the annual meeting of the C. L. A. in Los Angeles.

The morning program was devoted to county library service to schools. Mr. Harry Bessac, County School Superintendent, spoke most enthusiastically of the service given to the schools of San Joaquin County by the county library. He drew a mental picture of the district school libraries prevailing throughout California less than twenty years ago and contrasted them and their lack of advantages with the central school libraries in the county libraries giving such a large, varied, and satisfactory service. He told of the fine coöperation between his office and the county library and closed by saying it would be impossible to carry out their school activities without county library service.

Mrs. Edna Orr James, rural school supervisor, reiterated Mr. Bessac's final statement. In an inimitable way she contrasted the old-time fearsome fairy tales, the impossible Sunday school stories, and the early-day school readers with the delightful children's books of the present time. She said we owe much to the book publishers for the fine type of library books now available.

Mrs. Tene Cameron, rural school supervisor, waived her time on the program in favor of Miss Angeline Orr, head of the school department of the county library. Miss Orr's presentation of the subject of directed reading emphasized the fine relationship between the teachers and county library. Their mutual interest, frequent contact, and study of the varying tastes and ability of children as individuals have resulted in widespread interest in reading.

A most helpful talk was given by Miss Cornelia D. Provines, librarian, Sacramento County Free Library, on reports her library prepares, to show the amount, variety, and value of library material sent to each school district annually. At the request of William John Cooper, United States Commissioner of Education, for school library information worthy of publicity a complete set of these reports was sent to the Bureau of Education, Washington, D. C.

William H. Hanlon, Superintendent of Schools of Contra Costa County, who accompanied his county librarian, Mrs. Alice G. Whitbeck, to the meeting, declared a modern educational program could not be carried out without the aid of the county library. He said the young people of his county are reading as they have never read before and it is due to the county library.

After a delicious luncheon served by the members of the First Presbyterian Church, Doctor Tully Knowles, president, College of the Pacific, delivered an address on "Looking at America." It has become popular to criticize America. Critical nations speak of the United States as materialistic and machine-minded, yet our country is passing through its greatest era of gifts for education and charity.

Mrs. W. A. Fitzgerald, past president, Federation of Women's Clubs, spoke of the value of libraries and the influence of librarians with training and personality.

Milton J. Ferguson told of the bill before Congress to purchase for the Library of Congress the Vollbehr collection of incunabula. The price asked is $1,500,000. This remarkable collection of three thousand fifteenth century printed books includes "the greatest book on earth," the Gutenberg Bible on vellum. Doctor Rosenbach of Philadelphia in his book entitled "Books and Bidders," says of it: "More than one million dollars will some day be a reasonable price for it." A resolution favoring the purchase of the Vollbehr collection was introduced by Mr. Ferguson and unanimously endorsed by the fifth district, C. L. A. The secretary was instructed to send a copy of the resolution to Honorable Ross A. Collins of Mississippi, author of the bill.

Mrs. Julia G. Babcock, president, C. L. A., stressed the community service of county libraries and the fact that the county library law was enacted to give public library service to people living outside of towns with libraries. Mrs. Babcock announced the meeting of the C. L. A. in conjunction with the American Library Association conference at the Biltmore Hotel, Los Angeles, June 23–28.

After adjournment, the Stockton Public Library and the spacious school department of the county library were visited.

School Library Film

THE PART PLAYED by the library in the school of today is illustrated in "Boys, Girls, and Books in the Modern School Library," a new slide film prepared by the education committee of the American Library Association, which will be displayed at the Biltmore Hotel in Los Angeles, June 23–28, in connection with the fifty-second annual conference of the library association.

A "library" built and manned by kindergartners after a visit to the real school library and a charming group of kindergartners absorbed in picture books and primers are silent witnesses to the benefits the tiniest pupils derive from books and reading.

Fourth grade children may be seen dramatizing "Robin Hood," and older children developing both dramatic ability and an appreciation of literature in the book play "Hans Brinker."

As reading for pleasure is an important part of every well-planned school library program, an attractive browsing corner and a large browsing room are pictured, the latter serving four thousand students in a western technical high school, and the former a progressive Eastern school.

A vocational guidance exhibit in a high school library as well as typical displays which supplement lessons in classrooms demonstrate the school librarian's coöperation with teachers and their programs.

Rural school library service is indicated by the picture of a rural school branch maintained by a county library; a county book truck welcomed by boys and girls from an isolated school; and the floor plan of a rural school library alcove. Three remodeled classrooms used as libraries are also shown.

Pupil "librarians" and assistants; a student library council and a library club show how students share with the school librarian responsibilities of library administration.

Coöperation is indicated between parents and the school librarian in pictures of a child study group meeting with a librarian in one school library, and a group of children absorbed in well-illustrated classics provided from a parents' fund in another library.

The film may be purchased for $2 from the Society for Visual Education, 327 South La Salle Street, Chicago. It may be run in an automatic projector or an S. V. E. picturol projector which may be obtained from most state departments of education.

Lucile F. Fargo's new book, "The Library in the School," will also be displayed at the A. L. A. conference.

Notes

THE WHITTIER Women's Glee Club of Whittier College visited the State Library on April 1.

The many friends of Mrs. Faye Kneeshaw Russell, librarian, Glenn County Free Library, were grieved to hear of the death of her husband, Ralph H. Russell, on April 13.

Mrs. Virginia C. Bacon, state librarian of Oregon and formerly librarian of the Humboldt State Teachers College, Arcata, Cal., passed away on April 12. She succeeded Miss Cornelia Marvin as Oregon's state librarian about the beginning of 1929.

Louis M. Nourse, reference librarian in the Kern County Free Library, has been granted one of the ten Carnegie Corporation scholarships for graduate study in library work. Mr. Nourse is a graduate of the University of California School of Librarianship. He will

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take the second-year course at Columbia next year.

On April 9, Miss Margaret Adelle Barnett resigned as librarian of the Santa Rosa Public Library after twenty-six years of service. Miss Ruth Hall, who has been with the library since 1909, was appointed to fill the vacancy.

Miss Sara Cassidy, librarian of the Petaluma Public Library for the past thirty-two years, resigned April 9. She will be succeeded June 1 by Miss Luane Leech, who is graduating this year from the University of California School of Librarianship. Miss Leech has had experience in the Orange Public Library and the Berkeley Public Library.

WESTERN SCHOOL NEWS

J. C. Nisbet, dean of boys of the Oroville Union High School, has been elected to succeed J. B. Hughes, resigned.

City Superintendent Louis P. Adams of Burlingame has been elected City Superintendent of San Bernardino to take the position left vacant by the resignation of Superintendent Hollbrook, now of Santa Cruz. Mr. Adams has long been identified with San Mateo County as Superintendent of South San Francisco Schools, member of the County Board of Education, and City Superintendent of Burlingame. In these various positions he was known as efficient, progressive, and interested in the children, teachers, and taxpayers.

Frederick H. Meyer of the California School of Arts and Crafts, Oakland, is offering a series of scholarships valued from $30 to $200. Write to the school for particulars. The summer session will open June 30.

Fifty Years of Publishing is the title of a very artistic booklet of the Educational Department of Houghton Mifflin Company. On page 22 is a very interesting article by Frank M. Phillips entitled "A Graphic View of School Growth (1880–1930) and of Textbook Costs." Send to A. K. Allen, 612 Howard Street, San Francisco, for copy.

The California School of Fine Arts, San Francisco, held an interesting art exhibit the first week of May. The summer session opens June 23. Write for catalogue. Address Lee Randolph, Chestnut and Jones streets, San Francisco, Cal.

The San Francisco State Teachers College Alumni will hold its annual bridge tea Saturday, May 17, at 2:15 p.m., at the St. Francis Hotel. Table reservations are $4. Individual tickets are $1. All reservations may be made through Miss Victorine Murphy, 178 Carl Street, San Francisco, who is chairman of the affair.

The J. B. Lippincott Company has just published a new series of Citizenship Readers. The first four books, which are built on a creative activity program, are by Edith Hope Ringer, supervisor in the training school at the University of California, Los Angeles, and Lou Downie, a teacher in the Santa Monica schools.

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General Business Science. The Gregg Publishing Company has issued a new and scientific text that is of unusual interest to teachers. The authors are Lloyd D. Jones, formerly assistant commissioner, Cleveland Board of Education, and Lloyd Bertschi of the Gregg Publishing Company. These men, with a rich heritage of experience and a knowledge of present-day and future needs, have written a book with a new and scientific approach. Five hundred and seventy-six pages; size of type page, 4 x 6; type, 11 point on 13-point body. The book has many interesting illustrations. Very new.

In this age, when the interest in business science is so intense and such a large proportion of the students in our junior high schools are preparing for business life, this book is of the greatest value. The table of contents is fascinating. There are thirty separate units and 144 projects. These projects are very practical and cover every phase of business life.

The Gregg Publishing Company has in this book not only a best seller but a book like "Greggs Shorthand" that will occupy first place in all the leading cities of the country.

The New Silent Readers. "Facts and Fancies," "Why's and Wherefore's," "Scouting Through" are three books just off the press of J. C. Winston & Co., Philadelphia. The books are by Lewis and Rowland. These authors, in giving "Content Analysis," teaching "How to Study," and "Scientific Reading Skill," made a very great and valuable contribution to the teaching of reading. The new material in these books is unusual. For instance, "Rin-Tin-Tin in Person" and Vest's "Beautiful Tribute to Dogs." Then again, "What a Book Said," "A Health Creed," "Call Me Up," and "A Social Science Lesson on the Use of the Telephone." There are many stories scattered throughout the book that are quite similar to those in the "Modern School Reader," by Wilson and Thompson, who were the first to meet the demand for reading to motivate the social life of the child. There is much new material in these books for the four, five, and six grades—new in that it is not used in other readers. The books are well illustrated and, like all Winston books, well made. William

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"A long list of writers and composers will bring to the production of 'Hi-There,' an unending array of attractive qualities. Sketches from the pens of Kathleen Norris, Clark and McCullough, Carroll Carroll, Beth Wendel, and others, will be staged. Music and lyrics have been prepared by Ralph Rainger (composer of 'Mornin' Low'), Jack Wiggin, Gregory Williamson, Mike Cleary (composer of 'Singing in the Bathtub'), Ken Smith, Joe Meyer, Anson Weeks, and Hamilton Breeze. 'Hi-There' opens at the Columbia Theater Wednesday night, May 14.

"Before you see any other play, musical comedy, drama, or revue, see 'Strictly Dishonorable,' New York's most charming and seductive show. List it as a comedy smash. No more intelligent or spell-binding entertainment has been proffered to playgoers in seasons, and certainly it will be passionately embraced for a long, long time. We are going to see it again tonight, so delightful is every moment of it, and for the first time did we fully appreciate why the theater will never die or be replaced by audible moving pictures. The theater will never perish so long as it has a Brock Pemberton or a Preston Sturges, who wrote the incessantly fascinating 'Strictly Dishonorable.'

"One of the biggest successes of the current season in New York is 'The Subway Express,' which is billed to be seen at the Columbia."

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ELISHA BROOKS PASSES

ELISHA BROOKS, whose mother brought him to California on the Overland Trail in a covered wagon in 1852, died on May 11, at Ben Lomond. He was 89 years of age. He was principal of the Girls High School, San Francisco, for many years, and is the author of that wonderful classic, "The Pioneer Mother," published by the Harr Wagner Publishing Company.

LEAGUE OF NATIONS SCHOOL CONTESTS

TWO PRIZE CONTESTS are announced through the Educational Committee of League of Nations Association. There are three awards each—a trip to Europe, $100, and $50. One contest is for teachers colleges, taking the form of a thesis. The other is for high schools, a competitive examination. Both are concerned with aspects of the league.

These contests should arouse great interest in the types of schools named and, aside from the very desirable awards, should be a stimulating means of broadening the horizon of student interests. Full information supplied by the Educational Committee, League of Nations Association, 6 East Thirty-ninth St., New York City.

NOTICE OF TEACHERS' EXAMINATION

San Francisco Public Schools

An examination to qualify teachers for appointment to positions in the Kindergartens and Grades One to Three, of the San Francisco Public Schools, will be held in San Francisco, California, on Saturday, May 31, 1930, at 8:30 a. m.

Full details may be secured by writing to the Department of Personnel, Office of the Superintendent, City Hall, San Francisco, California.

Applications must be on file in the Office of the Department of Personnel not later than Saturday, May 24, 1930, at 12 m.

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Estelle Carpenter, director of music of San Francisco public schools and chairman of Public School Music Week for San Francisco.

NATIONAL MUSIC WEEK

NATIONAL MUSIC WEEK was observed in San Francisco from May 4 to 11, inclusive.

It was a municipal event, under the auspices of the City and County of San Francisco, with Mayor James Rolph, Jr., as local honorary chairman, and the San Francisco Civic Association, Chester W. Rosekrans, executive director.

A tremendous celebration with outstanding events was arranged by the chairman of Public School Music Week, Estelle Carpenter, director of music of the public schools, with the sanction of the Superintendent of Schools, the school officials, a committee of citizens of San Francisco, and the coöperation of the principals, supervisors, music teachers, and teachers of the school department.

There were concerts in all the schools during the week, a hundred and fifteen in number, where classes and glee clubs sang, orchestras and soloists performed, and in some cases operettas and pageants were given.

In the auditorium on May 6, at 1:30 p.m., a public school concert was given, where a chorus of thousands of pupils from all the eighth grades, high, and junior high schools were directed in community songs, and a junior high and eighth grades in classical part songs, by Miss Carpenter, with Municipal Band accompaniment, Philip Sapiro, conductor, and Miss Beatrice Clifford at the organ.

The Lowell High School Boys Glee Club, under the direction of Miss Julia Neppert; the High School of Commerce Band, under George Melvin; the Galileo Girls Glee Club, under Miss Constance Keohan; and the Horace Mann Junior High School Orchestra, under the direction of Chesley Mills, gave selections.

Remarks were made by Superintendent J. M. Quinn, chairman of the day; Honorable Mayor James Rolph, Jr., honorary chairman; Honorable J. Emmett Hayden, chairman of Music Week; Honorable George U. Coburn, president of the Board of Education; and Chester W. Rosekrans, executive director of Music Week.

On Thursday evening, May 8, at the Civic Auditorium, a public school music festival was given for Music Week. Selections were rendered by choruses, glee clubs, orchestras, bands, soloists, and dancers.

The auditorium was colorful with ushers and organizations, and the Everett and Horace Mann Junior High School traffic squad and council members in costumes were ushers, as well as the Mission girls and the Boy Scouts in uniforms.

The concert was opened by the singing of pupils and audience, led by Miss Estelle Carpenter, with George Ingram at the organ. Chester Rosekrans, executive director of Music Week, was chairman, and J. Emmett Hayden, chairman of Music Week, gave remarks.

The following schools took part: Everett Junior High School, Mission High School, Frank McCoppin School, Lowell High School, Girls High School, Horace Mann Junior High School, Evening High School of Commerce, High School of Commerce, Galileo High School, and Polytechnic High School.

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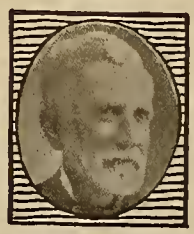

JUNE, 1930

MILTON J. FERGUSON, STATE LIBRARIAN

Mr. Ferguson has been offered, and has accepted, the position of public librarian of the city of Brooklyn, N. Y., at a salary of $10,000 per year. It is to be regretted that a great state like California has neglected to provide adequate salaries for its state and county librarians. Milton Ferguson's transfer to Brooklyn is a definite loss to the State of California and to its cultural development.

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WHEN YOU BUY SCHOOL BOOKS

You want to know the correct address of the publisher. The list below will be of help. Clip and file it where it is easily accessible when needed.

This list is of book publishers who advertised in the SIERRA EDUCATIONAL NEWS in 1929–30. Further details of their publications may be obtained by consulting their advertisements in that magazine.

Whenever possible, buy from the firms who advertise in the magazine which represents the interests of the teachers of California—the SIERRA EDUCATIONAL NEWS.

Directory of School Book Publishers, 1929–30

American Book Co.	121 Second St., San Francisco
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Century Co.	149 New Montgomery St., San Francisco
Classroom Teacher	950 Monadnock Bldg., San Francisco
F. E. Compton & Co.	280 Battery St., San Francisco
Denoyer–Geppert Company	Box 635, Arcade Station, Los Angeles Drawer B, South Berkeley, California
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DEPARTMENT OF RURAL EDUCATION

Conducted by HELEN HEFFERNAN
Chief, Division of Rural Education of the State of California.

A Project in Local History

By D. R. JONES
Rural Supervisor, Siskiyou County

A PROJECT in local history was initiated in the schools of Siskiyou County last November.

Bases for the Project

SISKIYOU COUNTY, like many other counties of California, is rich in pioneer lore. Its early history is closely related to that of the neighboring counties in the mining area of Northern California. The earliest American and British explorers of the interior of California penetrated these northern mountains in the period between 1827 and 1837.

Several extensive expeditions passed through this county over the California–Oregon trail between 1834 and 1843. The county swarmed with miners of every nationality in the "fifties." Many of its place names are associated with persons and events that have a prominent place in the early history of California.

Before many of the "forty-niners" were born, American and British trappers had crossed the "border mountains of Mexico," as the Siskiyous were then called.

Mount Shasta was so named on February 14, 1827, by Peter Skene Ogden, one of the leading trappers of the Hudson Bay Company on the Columbia, who penetrated the "Clamitte" (Klamath) River region at that early date.

On June 20, 1828, Jedediah S. Smith, the earliest American explorer of California, crossed the stream that bears his name, near the Oregon line in Del Norte County.

Alexander Roderick McLeod and his party of Hudson Bay Company trappers were caught by an early fall of snow in 1828 on a tributary of the Sacramento that bears his name, the McLeod (McCloud) River.

Ewing Young, the second American to lead a party overland into California, had traveled and retraveled over a trail between California and Oregon before the "forties." The Shasta route of the Southern Pacific Railway and the Pacific highway follow with but slight deviation the trail of Ewing Young between San Francisco (and Sacramento) and Portland, Ore.

Joaquin Miller wrote his first poem in the mining camp at Deadwood, and here he received the impressions that colored much that he wrote. It was the miners of Siskiyou as he had known them who inspired his

"Yet oft do we repine
For the days of old,
For the days of gold,
For the days of forty-nine."

Reasons for the Project

A VERY NATURAL QUESTION arises, "Shall the youth of this county grow up in ignorance of the rich historical background of the land of their birth?" The same question on a broader scale may well be asked regarding the meager efforts that are made to acquaint the children with the history of Americans in California and the West. Californians are widely known as having patriotic pride in their native or adopted state. Unfortunately, no claim can be made that the great majority of the citizens of the state have much knowledge of its remarkable history.

Here, the school curriculum is unpardonably deficient. Many agencies other than the schools have contributed commendably to popular intelligence in matters of California history. It was Baron von Humboldt, I believe, who admonished that what we would have in the state we must first put into the schools. Interest in the history of the West and a sincere appreciation of the services of those who founded an empire here are a fundamental requisite for intelligent citizenship on the Pacific Coast.

Initiating the Project

IN ORDER TO AROUSE and stimulate interest in local history, each school in the county was requested to ascertain, if possible, the origin of all geographical names in the school district and to report the results of their investigations to the office of the County Superintendent of Schools, giving in each instance the source of their information.

When this request was made, there was no illusion as to the difficulty of the undertaking or as to the departure from traditional procedure necessitated by this activity.

The essence and test of true scholarship has always been recognized by the higher educational institutions as consisting of ability to investigate dormant fields of knowledge and to report the results of such studies. Much of history teaching is merely a demand for phonographic reproduction of devitalized textbook distillations of events, lacking vividness and reality. In their search for origins of place names, the children could at least have an opportunity to contact historical events in a location that possessed reality.

With the passing of the earliest pioneers, much of the early history of this region was forever lost. The ranks of the later pioneers are fast diminishing. At best, only a little of the history of the early period of settlement in these northern mountains can possibly be preserved. If preserved at all, it is well that it be preserved in the living libraries of the hearts of those who shall dwell here.

Anyone who is familiar with so varied a group of teachers as is found in a county like Siskiyou, whose area exceeds the combined areas of Connecticut and Rhode Island, can easily forecast the response to such a project as this.

Many teachers had never heard of the origin of place names other than those encountered in their own school experience as those of Rome, Pennsylvania, Maryland, etc., and were both helpless and indifferent when confronted with a vital situation requiring initiative.

Other teachers aroused an interest in the project that extended to nearly every home in the district and the pioneers responded enthusiastically. Scrapbooks, diaries, letters, pictures, anecdotes, etc. were recalled and the children received their first glimpses over the vistas of the past.

Naturally, most high school teachers of history were too busy escorting Hannibal and his elephants over the Alps to interest

their classes in the movement of wagon trains of settlers across the Sierras.

Results of the Project

THE RESULTS of the project to date may be summarized as follows:

a. About 150 place names have been traced to their origins and verified.

b. The historical materials associated with these names have been compiled. In many instances, no previous attempt had been made to relate these materials to the history of California.

c. A history of Siskiyou County for use in conjunction with the history of California in the seventh and eighth grades is in course of preparation as a part of the county course of study. The origin of place names with the related historical content will appear in alphabetical arrangement in the appendix to this local history.

d. The course of the California–Oregon trail, of the Lava Bed trail, and of the Scott Mountain trail, with the history of each, has been established.

e. Permanent markers, bearing suitable inscriptions, will be erected on the principal trails and on the sites of places of historical interest. In this undertaking, the federal forest service is coöperating enthusiastically.

f. The most valuable result of the project is the awakening of interest and the arousing of right emotional responses as to the indebtedness of our generation to those who bequeathed to us the rich inheritance of the Pacific Coast.

The recent proclamation of the President commanding us to honor the pioneer fathers and mothers of the West should serve to arouse us to make more adequate provision for the proper instruction of the youth of this state in the history of California and of the West. Interest in local history is much more likely to be aroused by approaching it through a study of geographical names in the county than by the usual approach by way of the Garden of Eden and the "Straits of Anián."

Illustration of Origin

THE ORIGIN of the name of Pit River illustrates the nature of the historical content associated with a place name.

Hunting big game in the mountains of Northern California had its thrilling adventures for the various Indian tribes that inhabited this region. Before firearms and fleet horses had brought them unfair advantage over the elk, deer, and bear, they were obliged to resort to cunning in the capture of these animals for food and clothing.

Pit River, a tributary of the Sacramento, received its name from the custom of the Indians along its banks of trapping big game in pits dug in the beaten paths of the wild animals. Through ignorance of the origin of the name of this stream, the incorrect spelling "Pitt" has occasionally found its way into print.

An excellent description of these pits was given by Joaquin Miller in 1873:

"We crossed the McCloud and our course lay through a saddle in the mountains to Pit River, so called from the blind pits dug out like a jug by the Indians in places where their enemies or game are likely to pass. These pits are dangerous traps; they are ten or fifteen feet deep, small at the mouth, but made to diverge in descent so that it is impossible for anything to escape that once falls into their capacious maws. To add to their horror, at the bottom, elk and deer antlers that have been ground sharp at the points are set up so as to pierce any unfortunate man or beast they [the pits] may chance to swallow up.

"They are dug by the squaws, and the earth taken from them is carried in baskets and thrown into the river. They are covered in the most cunning manner, even footprints in an old beaten trail are made above the treacherous pits and no depressions, no broken earth, nothing at all indicates their presence except the talismanic stones or broken twigs and other signs of a sort of rude freemasonry which only the members of a tribe can understand." (Unwritten History, pp. 411, 412, Joaquin Miller.)

On June 30, 1828, while traveling up along the Oregon Coast, Jedediah S. Smith's party of trappers found pitfalls on the trails: "Lossed one mule last night that fell in a pit that was made by Indians for the purpose of catching elk and smothered to death;. . . " is the experience recorded in the diary of Harrison G. Rogers, one of Smith's companions on this voyage.

Pits for trapping big game were used in many sections of Northern California, particularly where bands of elk roamed. The natives sometimes organized a large hunting party and "rushed" the elk along the trails, being rewarded often by finding two or more elk trapped in a single pit. In later years, horsemen traveling these ancient trails have had narrow escapes as they came suddenly upon the ruins of the earliest devices employed by man in hunting big game.

A Spring Garden

By RUTH SKEELS
Davis Joint Grammar School, Yolo County

WHEN SCHOOL had reconvened after Christmas vacation, I had in mind an outline of this unit of work. I selected it, because immediately after the Christmas holidays there is a need for spring interests to stimulate activity. Also, even though winter is still with us, children as well as adults are anticipating spring with its gardens and flowers. Therefore, the "law of readiness" is observed. "A Spring Garden" is also a unit which provides opportunities for children to see the need for, and to use, other subjects.

One of the questions which I asked to awaken interest came about during a group discussion as to future work plans. This question was:

"How many children are going to plant spring gardens at home?"

This led to a spirited discussion, each child contributing bits of interest as to what kind of a garden his or hers was to be. One child then suggested that we, as a class, plant a spring garden. Another child then said we must immediately get the soil in condition so that during the coming week we might plant the seeds. Upon inquiry, we found that there was no space for such work on the school grounds, and it was at this point that a child made the suggestion that we use lug boxes in which to plant the seeds. This plan was carried out.

The aims of this activity, other than those stated above, were to develop the child's love of nature, provide actual gardening experience, and bring about a group satisfaction in the completed work. I made sure that the activity was a good one through previous experience with such a project and knowledge that it is within the child's range of interest.

Development of the Activity—We started work by first collecting six lug boxes. Then we filled them with dirt from an adjoining vacant lot. This dirt was prepared for planting. All of the rocks and lumps were eliminated. A group discussion was then held to plan the organization of the work. Committees were selected and duties assigned to each. The children made the plans with the teacher offering suggestions which were in some instances rejected.

For the work, the time allotted to nature study was used. During composition period, reports from various committee chairmen were given. There was also written work, in which the children expressed in simple sentences various phases of their work. The group as a whole was not free to work upon the project at any time of the day. However, if one or two people finished class work ahead of the other children they might be excused to work upon the activity. Each child had a definite part in the work, due to the committee planning.

Safeguards—There was no difficulty about wasted time, as, from the beginning of the work to the end (a period of three months), each child's interest was vital. A balance of types of activity was maintained because there were so many leads to other subjects. Reading, language work, composition, rhythmical activity (when the children pretended they were flowers and expressed their ideas in music, in original form), were all checks on a varied program involved within the project itself.

In several individual cases where children showed lack of knowledge, other children in the group helped by coöperation and taking upon themselves the responsibility of teaching the "slow" child.

Outcomes—There was evidence of the truth of the "law of effect" in the children's true joy at the first green things "popping" out of the ground. As flowers have appeared, definite group satisfaction has been found. We have sent bouquets of pansies and marigolds to children who have been ill. The main development in habits and attitudes was the progress made by the children in group coöperation. I feel that I, as a teacher, derived the ability to allow the children to carry the responsibility and actual work of an activity. Heretofore, I had done much of the planning and work in program building, but in this instance the children carried out and maintained the responsibility themselves.

Bibliography—Thornton W. Burgess: The Burgess Flower Book for Children, Little, Brown & Co. Harr Wagner: Western Series of Readers, Pacific Nature Stories, The Whitaker and Ray Company. Emma Graham Clock: Wild Flowers From the Mountains, Cañons, and Valleys of California, H. S. Crocker Company, publishers, San Francisco.

[For this article, we are indebted to Miss Stacy Armstrong, rural supervisor.]

The First Grade Studies Leaves

By Mrs. Lanore Elwert
Teacher, First Grade, Woods School, Woodbridge, Cal.

Early in the fall, one child brought some lovely red leaves to school. The teacher showed these to the other children, and together they talked over the kind of leaves these were and the nature of the tree from which they had come. Each day more leaves were brought. The boys and girls seemed to enjoy their discussions of leaves.

Finally, one little boy suggested that they press one of each kind to keep. The teacher encouraged the suggestion, because she felt that such an activity would strengthen and widen their interests in the natural world, and might lead them into nature study.

Following the pressing of the leaves, discussions were held as to the best way in which to display the resulting collection. It was finally agreed to make a large chart of heavy wrapping paper and paste the pressed leaves on this. However, the children soon learned that the paste dried and the leaves fell from the chart, so it was necessary to experiment to find a better way of preserving them in place. The results of the experimenting were that the children found that one could go over the entire chart—after the leaves had been pasted on—with a brush and clear shellac. This not only held the leaves in place, but gave to them a wonderful sheen and preserved their original color. The chart was finally made on a Thursday (in this school Thursday is set aside for "free activities"), and it was very satisfying to the children to have such a representation of their study of leaves.

Meanwhile, the class was learning many things of value. They were developing the habits of watchfulness and observation; they were finding out about things other than leaves. Every little thing that they discovered on the way to school they brought with them. They reported on what they found, and talked of what they learned about leaves, during their class discussions; and here all erroneous ideas about trees and their leaves were corrected. They chose to speak of their leaf study in their "language talks." They collected leaves at home.

The interest was such that it led to excursions to find out about the natural world. At present the group has begun to collect and study wild and cultivated flowers. Their teacher feels that they are learning how to find out about, and how to enjoy, the beautiful plant and animal life around them.

The children have greatly enjoyed the stories from the following books, in connection with their nature study: "Nature Studies for Children," Books I and II, by Nora B. Albright and Jennie Hall. Mentzer, Bush & Co., publishers.

Visit of Noted Iowa Educator

The Division of Rural Education was successful in securing the services of Doctor Anna V. Cordts, professor of elementary education at Iowa State University. Doctor Cordts is a recognized national authority on the teaching of reading and elementary school curriculum. She is the author of several professional books and a popular new reading method.

Doctor Cordts met with teachers and supervisors of the fifteen northern counties at a meeting held in Chico at the Central School auditorium, May 24. Miss Helen Heffernan, chief, division of rural education, extended the invitation to the meeting. Miss M. L. Richmond, rural supervisor of Butte County, presided. Doctor Cordts spoke on "Modern Trends in Elementary Curriculum Construction."

Doctor Cordts addressed the Sacramento city and county teachers at a meeting held at the Sutter Junior High School on Tuesday, May 27, at 4 p.m.

On Wednesday, May 28, Doctor Cordts met with the Bay Section Rural Supervisors Association at Woods State Demonstration School in San Joaquin County.

Woods School is just bringing to a close its third year of work as a state rural demonstration school. During that time the visitors have numbered more than two a day for the entire time.

The average daily attendance has been: 1927, 125; 1928, 146; 1929, 159; 1930, 169. This steady growth in attendance has occurred during a period of agricultural depression when many rural schools are losing a teacher because of reduced numbers. It shows the appreciation of the patrons and parents who value the right school environment for their children. So skilfully have the trustees managed the finances of the school, that it has not cost the district one extra cent in taxes more than the school cost in former years.

Mrs. Erma B. Reese, principal, will conduct a campus demonstration school and teach a course in methods at the College of the Pacific this summer session.

Mrs. Aura J. Mabrey, teacher of the second grade, will assist Mrs. Grace Pearce, principal of Escalon Demonstration School, in conducting a school and taking charge of rural school work at Oregon Normal School, Monmouth, Ore., this summer.

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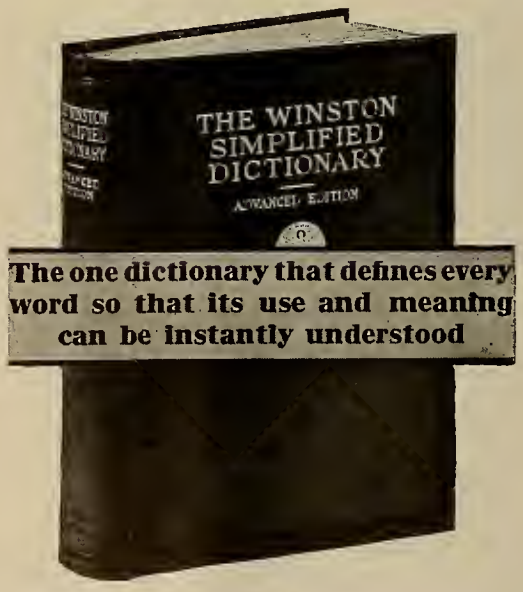
—*Western Journal of Education.*



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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

JUNE is a month of diverse peregrinations for the bookmen.

COUNTY BOARDS are in session up and down the state of California hearing bookmen, making courses of study, giving teachers' examinations, and correcting final eighth grade examination questions.

AT THE VARIOUS DATES of county board meetings, bookmen congregate in twos and threes and sixes and tens. Time limits on presentation of books to the county boards vary from five minutes to three-quarters of an hour.

IN ONE DAY a county board member can hear twelve bookmen evaluate the merits of ten dozen titles. At the end of the week's interviews he has heard, perhaps, thirty-five bookmen and the merits of three hundred titles, more or less.

BOOKS GET ADOPTED, courses of study get written, to the wonderment of all.

THE MANNER of listening to the bookmen is variant among the various county boards. It ranges from respectful attention, the asking of leading questions, and the taking of notes to that of carrying on twosome conversations on the controversial news of the county and nation.

TO SOME SCHOOL PEOPLE a bookman is a pest and a nuisance who is tolerated because he comes around so often. In other places he is welcomed as bringing knowledge of the latest aspects of education as related in books and is accorded a place as a coworker in the educational field.

BOOKMEN TRAVEL by automobile, train, bus, or airplane. They know the best hotels and the worst. They are connoisseurs of restaurants and roads. They have to be optimists or vanish from the scene.

DURING A SYMPOSIUM of bookmen congregated in the office of Herbert L. Healy, Superintendent of Kern County Schools, in Bakersfield, in which philosophical meditations were in order, Ralph Works of Rand McNally & Co. emitted the following: "The height of optimism—one bookman trying to sell a book to another bookman." A continuation of the theme at Fresno the next evening by Jimmie (James O.) Tuttle of Ginn & Co.: "Then, Bill (William Cairns) Harper is a perpetual optimist." And so the Pacific Coast manager of Winston & Co. is up again.

MRS. LILLIAN B. HILL, chief of the bureau of attendance and migratory schools of California, has been making a survey of causes for truancy and moral delinquency in the schools. Seventy-four per cent of the cases analyzed showed defective posture. In other words, there seemed to be some definite link between the physical slumping and the inward and moral slumping of the individual.

UNDER MISS HELEN HEFFERNAN, chief of the division of rural education in California, the establishment of demonstration schools as a means of improving instruction in rural schools has taken a very prominent place. At the present time, fourteen demonstration schools are in operation. The idea is to have it so arranged eventually that every California rural teacher can observe work in a demonstration school. Miss Heffernan lays the success of these schools to the excellent work of the teachers, the trustees, the rural supervisors, and the County Superintendents. The effort has been made to provide a social situation in the school in which the children may learn to live together as normally as possible. The demonstration schools in existence now are as follows: Montgomery Creek, one-teacher school, Shasta County; Ione, four-teacher school, Amador County; Union, one-teacher school, Butte County; Wyandotte, one-teacher school, Butte County; Arbuckle, eight-teacher school, Colusa County; Butte Creek, one-teacher school, Colusa County; Citrona Park, one-teacher school, Glenn County; German, two-teacher school, Los Angeles County; Palmdale, four-teacher school, Los Angeles County; Orange Glen, two-teacher school, San Diego County; Escalon, eight-teacher school, San Joaquin County; Woods, five-teacher school, San Joaquin County; Lewis, five-teacher school, Sonoma County; Shasta, one-teacher school, Shasta County.

ACCORDING to the latest governor council report of Vierling Kersey, State Superintendent of Schools of California, considerable progress is being made in connection with the California school ship. The Navy Department is now making alterations at a cost of $25,000 on the ship *Henry County* in an East Coast navy yard. Alterations consist of installing classrooms, lockers, berths for cadets, and instructional equipment. Lieutenant Commander Topp is supervising this work for the California Nautical School Board. The school ship is expected to arrive in San Francisco Bay early in July. Plans for the acceptance of applications from candidates will be ready in September.

MRS. ELSIE I. BOZEMAN, Superintendent of Kings County Schools, and H. A. Sessions, field assistant, have been carrying on a definite activity program this past year. The upper grades were devoted to the study of electricity in its various applications. The manuscripts received showed a great variety of topics and individuality of treatments.

THE STATE DEPARTMENT OF EDUCATION of California has announced the recommendation of Arthur S. Gist, director of teacher training at the San Francisco State Teachers College, as president of the Humboldt State Teachers College at Arcata, Cal. This recommendation will be finally approved by the State Board of Education at its July meeting, in San Francisco.

This appointment has met with the approval of all those who know Mr. Gist throughout California and the United States. The people in the educational world look upon Mr. Gist as one of the coming big men in education in the United States.

Mr. Gist is a native of Iowa. Twenty-five years ago he came West after graduating from the State Teachers College of Iowa. His master's degree was received from the University of Washington. At present Mr. Gist is a candidate for his doctor's degree from the University of California.

Mr. Gist's experience includes that of a rural school teacher in Iowa, a high school teacher in Iowa, an elementary school principal in the states of Iowa, Washington, and California, and the last two years as director of teacher training at the San Francisco State Teachers College.

Mr. Gist has perhaps gained a national reputation as has no other Californian interested in elementary education, because of the publication of his various books which are recognized as authoritative in the field of elementary school supervision and teacher training. The titles of these books are "Elementary School Supervision," "The Administration of an Elementary School," and a book that is forthcoming within a short while, "Qualifying the Teacher's Problem." In June, the Harr Wagner Publishing Company took from the press "New Stories From Eskimo Land," of which Mr. Gist is coauthor with Arthur Hansin Eide and Ruth Palmer Gist. This book gives a wonderful approach for an activity unit on Alaska.

For six years Mr. Gist has been editor of the "Year Book" for the department of elementary school principals of the National Education Association. At the present time Mr. Gist is associate editor of *Educational Methods*, published by the Teachers College, Columbia University. Mr. Gist is past president of Washington Chapter of Phi Delta Kappa, honorary education

society. He is a member of different clubs in the bay region and has been instructor at summer sessions at the University of California, the University of Utah, the University of Washington, and the George Peabody College for Teachers at Nashville, Tennessee.

The division of teacher training and certification of California in its 1928–1929 analysis of teacher certification in California and positions secured by teachers finds that the excess of supply in that year was 1703. In 1926–1927, the excess of teacher supply over demand was 3385.

One of the most delightful home communities in the San Francisco Bay region is Albany. It is located on the edge of the Berkeley Hills with the city of Berkeley grown solidly up against it, with no indication where one city ends and the other begins. In charge of the schools is John Franklin West, an outstanding educator, who for the last twenty-five years as teacher, County Superintendent of Schools of San Diego, Superintendent of the Pasadena City Schools, leading member of the California Teachers Association, has done much for the advancement of Western education. Albany, with a population of nine thousand, two grammar schools and one junior high school with fifteen hundred pupils and fifty-eight teachers, is ideally situated for achieving the best in the teaching of its children. With the University of California adjacent, it has the atmosphere of a college town. For the carrying on of the Albany school program, three prominent Albany citizens have recently been elected to the school board. These new members are W. E. Teasdale, president; L. J. Fletcher, secretary; and Frank V. Hays. These three, with the two holdover members, E. L. Devlin and Mrs. Nell Mathews, comprise one of the most wide-awake boards of education of the bay region.

In the keeping up with modern business organization, Superintendent Charles C. Hughes of Sacramento has ever been in the foreground, whether in schoolhouse planning, personnel employment, or in the technology of curriculum development. The recent report on the state conference of high school principals at San Diego, April 14 to 17, is a case in point. This report of thirty-one pages gives to the Sacramento Board of Education and to the teachers of Sacramento not present at that meeting the gist of the educational matters discussed. The report was compiled by George C. Jensen, Assistant Superintendent for Secondary Schools. The report is in eight parts, as follows: (1) Introduction—J. R. Overturf, Deputy Superintendent of Schools; (2) General Topics—Miss Beth Hughson, H. F. Clarke, B. W. Painter; (3) The Junior College—J. B. Lillard; (4) The Senior High School—W. L. Burdick; (5) The Junior High School—Miss Nettie Hopley, Miss Beth Hughson, S. A. Pepper, Roy Learned, H. F. Clarke, B. W. Painter, George C. Jensen; (6) The Continuation School—J. E. Carpenter; (7) The Evening High School and Adult Education—Roland M. Miller; (8) Findings of the Convention of Importance to Sacramento—George C. Jensen.

Mrs. Alice G. Mulcahy, Assistant Superintendent of Schools of Tulare, is attending the summer session of the San Francisco State Teachers College this year.

Miss C. Moreland Preston, supervisor of elementary schools of Burbank, who has finished her first year as a supervisor in California, will spend the summer in the Eastern states. Miss Preston has inaugurated a school program based largely upon activity during the past months.

Miss Bessie O. Brown is District Superintendent of the Culver City Grammar Schools. Before coming to her present position Miss Brown, for three years, was the head of the East Whittier Grammar School. Previous to that, she was employed in the Redondo Beach Departmental School for four years.

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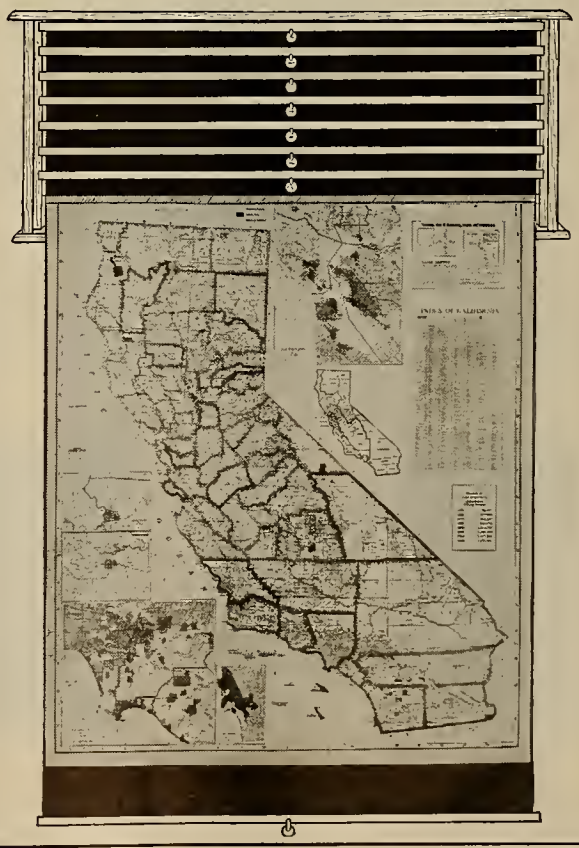

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GEORGE C. SHERWOOD, Superintendent of the Orange Grammar Schools, has been carrying on an intensive S. C. H. (Safety, Character, Health) program this past year. Each classroom has taken some theme from these subjects and developed a year project out of it. During the last month of the year demonstrations of the work of the students on the various topics were held.

GEORGE C. SHERWOOD, Superintendent of the Orange Grammar Schools, has been sponsoring a bond campaign for $75,000 for a new eight-room building to be known as the Lydia D. Killefer School. This school is to replace the old Lemon School, a wooden structure that is to be razed, the materials from which are to be used to construct a Mexican school of six rooms on a recently acquired two-and-a-half-acre site in the Mexican quarter. This Mexican school is intended also to be the social center for the Mexicans of that part of town.

CHARLES L. JOHNS, District Superintendent of the Huntington Park Grammar Schools, is head of a school district with a population of 44,123. Of this number, 24,575 is the population of Huntington Park and 19,550 that of Southgate. The Huntington Park figure indicates a growth of 444.5 per cent during the last ten years. Ten years ago there was no census figure for Southgate. Huntington Park, adjacent to Los Angeles on the east, is within the metropolitan area that is becoming the manufacturing center of the Southland.

Mr. Johns has eight grammar schools in his system—five in Huntington Park and three in Southgate—with a school enrollment of around six thousand pupils. This past year, East Huntington Park came in as West Maywood. The Carmelita School was opened recently. This school cost in the neighborhood of $50,000, with a four-acre site acquired for $42,000.

THE INAUGURATION of a 7:30 a.m. breakfast, meeting once a month, by the executives, principals, and supervisors of the Huntington Park grammar schools, has been one of the enjoyable features of the school year. The idea has grown so that mayors, council members, and board of education members of the school districts in the Huntington Park school system have been enthusiastic guests at the various meetings.

ALEX VERHUSEN, District Superintendent of the Tweedy School District, is located in the metropolitan area of Los Angeles, of which Huntington Park and Southgate are a part. His school district is growing in population as is that of the adjacent districts. The average daily attendance of the Tweedy schools this year will run nearly one hundred more than last year.

RALPH F. ESSERT, District Superintendent of the Artesia Grammar Schools, has carried on an educational program of great breadth this past year. Twenty-eight thousand dollars has been spent on improvements. The cafeteria has been increased to two hundred capacity, the kindergarten has been enlarged and made most attractive, and an additional wing of classrooms has been built. These new classrooms are of special design. They are larger than the usual classroom and one entire side is of windows to the floor. This arrangement is such that pupils carrying on activities calling for construction can do their work outside the classroom in direct view of the instructor. In addition, Mr. Essert has hung drapes in each room that are very effective. In the educational program, each room is working on some one main activity project. The exhibition of all classroom projects in the auditorium received the enthusiastic endorsement of the patrons of the school during the last weeks of the school year.

MISS ISABEL GILBERT, general supervisor of county schools of Riverside, was in charge of the Riverside County Peace Project of the Riverside Committee of Fifty for World Peace, which for the past three years has been sponsoring essay contests on "Peace" in Riverside County. The 1930 topic was "The Advisability of America's Adherence to the World Court." The

possible contestants were divided into three classes—that of junior high school, senior high school, and junior college. In addition, the rural schools of the county were divided into six sections, and an added prize of $5 for each group was offered for the best paper from the seventh and eighth grades. One first prize of $15 and a second prize of $10 were assigned to each group. The essays were limited to from four hundred to eight hundred words each.

Sectional prizes of $5 each were won by Lucy Ramirez, Alberhill; Lucy Brubaker, Hemet; Isabel Freeman, Nuevo; Leonora Fox, Palm Springs; Patricia Cushman, University Heights Junior High School, Riverside. The winners of the finals of the three sections to whom $15, first prize, and $10, second prize, were given, are as follows: Junior high school—Patricia Cushman, first; Ferne Buck, second. High school—Royal Thayer, first; Gretchen Paschke, second, both of Riverside High School. Junior college—Jane Gabbert, first; Helen McFarland, second, both of Riverside Junior College.

The Santa Paula grammar schools, under the district superintendency of George A. Bond, each year have one main theme that is the basis of all activity work in the various classrooms of the different schools. This past year the theme has been aviation, and the whole community has become air-minded, with every child working on some topic allied to aviation and with the work integrated into the lessons of reading, arithmetic, geography, manual training, etc. In the airplane contest some six hundred models were built. To those pupils of the upper grades doing outstanding work trips to adjacent Los Angeles airports were made. Prizes for the various planes made included trips and airplane rides. Santa Paula is located in the Santa Clara Valley some sixty miles from Los Angeles. Its locale is ideal for flying, and the municipal airport, which is within three blocks of the center of town, is claimed to be closer in town than any airport of any town in the United States. Interest in aviation was heightened by the fact that Miss Edith Bond, the daughter of Mr. Bond, has this past year been granted a pilot's license on graduation from the Aëro Corporation School. Miss Bond for three years was a student of the University of Southern California. She is now employed by the Aëro Corporation and is aiding in the editing of a book on aviation.

We are here printing the various outlines of aviation projects, particulars of the Model Airplane Contest, calendar of trips taken by the students, and the questions of an aviation examination, because they give a very fine outline of the year's work in the Santa Paula schools under Mr. Bond's direction in the aviation project.

Pupils and teachers chose their aviation units from the following list of aviation projects:

Structural—Clay models of airplanes; drawings and colored drawings of planes; drawings of Graf Zeppelin and other dirigibles; making airplane books; making frieze for rooms, illustrating trips in planes to foreign lands; imitation movie of airplane trip; posters of airplanes; sand table sculpture; various air-mail route maps; relief map of United States showing mail routes; duplicate of Glendale Terminal to scale; model airport to scale; map of route of Graf Zeppelin; small model airplane, large enough for child to sit in; model instrument board; building a "Seadrome" to scale.

Research—Study of planes and aviation; current events in aviation; common types of planes; engines; why planes fly; passenger planes; air routes (T. A. T., Maddux, Pickwick, etc.); parts of a plane and their uses; comparison between the old explorers and those of today in aviation; the story of transportation from Egypt to the present; bulletin board clippings and pictures of current events in aviation; reports of pupils selected to visit factories and airports; the story of American transportation (ox-cart to airplane); the history of aviation (one chapter by each pupil); writing letters to aviation companies, airports, schools, etc., for their bulletins; study of aviation schools and their courses; the work of the Department of Commerce; rules and regulations of the Department of Commerce in aviation; qualifications of pilots; specifications of well-known planes and engines; speakers (aviators, engineers, pilots, and student pilots); safety precautions; the safety factor in flying; instruments; clothing.

Collections—Postmarks of airports and along airways; pictures.

Correlation With Other Studies—Stories of adventure in aviation read and studied, and character traits noted; spelling, geography, history, and arithmetic, as related to aviation (*e. g.*, geography, air routes in South America and Europe; arithmetic, altitude and endurance records, speed, distances, consumption of gasoline, etc.); airplane songs; lessons of service and good sportsmanship, etc., from aviation; essays on all phases of aviation; the heroes of the air (Lindbergh, Byrd, and others).

The model airplane contest announcement of prizes and classes was as follows:

Class A, Seventh and Eighth Grades—Written examination on facts, theory, and general knowledge about aviation. First and second prizes: trip to Catalina on Loening Amphibian from Western Air Express.

Class B, Seventh and Eighth Grades—Flying model of some specific plane. Points of judgment will be (a) faithfulness to original, 50 per cent, and (b) flying ability, 50 per cent. First and second prizes: trip to San Diego, Standard Airlines.

Class C, Fifth and Sixth Grades—Scale model of some specific plane. Prizes: first, $10 sight-seeing trip from Grand Central; second, $5 sight-seeing trip from Grand Central.

Class D, Third and Fourth Grades—Model of monoplane; model of biplane. Prizes: first and second for each (*i. e.*, four prizes), trips around Santa Clara Valley from local airport.

Class E, Unlimited—Longest flight (in time). Prizes: first, set of tools donated by Santa Paula *Review;* second, "Comet" toy model.

Class F, Seventh and Eighth Grades—Scale model of some specific plane. First and second prizes: trip to San Diego.

Entries in Classes E and A may also enter in their proper grade in classes B, C, and D, but no two prizes will go to the same pupil.

On the day of the contest, other persons not grammar school pupils are invited to display their models, but not for competition, in order to stimulate interest in the sport of model making. Several teachers and high school pupils have applied for this permission and it is hoped that many more will enter.

The Standard Airlines have donated one of the San Diego trips. Two local citizens have donated enough for the other San Diego trip and the $10 Grand Central trip. The trips from the local airport have been donated by our own Santa Paula flyers. Anyone wishing to subscribe to the remainder may do so by getting in touch with Superintendent George A. Bond.

The trips taken by the Santa Paula students in the aviation program consisted of the following:

November 2, Seventh and Eighth Grades—Best two in each section, fourteen children. Bach Airplane Factory; Commercial Airplane Factory (Sunbeam); Metropolitan Airport.

November 9, Sixth Grade—Four sections, six from each section. Aëro Corporation (all given fifteen-minute flight for $1 each, in Fokker Universal).

January 31, Seventh and Eighth Grades—Best one in each section, seven children. Irving Airchute Factory; Grand Central Air Terminal; Timm Airplane Factory; Kinner Airplane Engine Factory.

March 8, Seventh and Eighth Grades—Three girls from each section (twenty-one girls). Metropolitan Airport, Van Nuys; United Airport, Burbank; Grand Central Air Terminal, Glendale; Irving Airchute Factory; short flights at one of the airports.

May 7, Seventh and Eighth Grades—One boy from each section (seven boys). Lockheed Airplane Factory; United Airport; Hamilton Propeller Factory; Northrup; Stinson & Waco.

May 24, Grand Air Circus and Exhibit of Projects—Open to public all day. Winners to be given, as prizes, trips to Phoenix, Catalina, San Diego; sight-seeing trips in Los Angeles; sets of tools, toy flyers, etc.

The completeness of the work done in Santa Paula on aviation is indicated in the following test:

Read all the questions over first. Select the twenty you wish to answer. Answer those *only*. Keep your paper neat—it will help toward deciding the winner.

1. Give specifications of the Stinson plane owned by Ralph Dickinson. What difference is found in the new model? Describe its paint design.

2. Give specifications of the Eaglerock owned by Lawrence Gardner. Draw a side view of its tail structure. How is it painted?

3. Who were Orville and Wilbur Wright? What did they do? Give date of their achievement. What famous airplane part is named for them?

4. Who was the next great American aviator? Give his date and main achievement. How is his name also commemorated in aviation industry?

(Continued on page 12)

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

THE VACATION SEASON is here. Thousands of teachers will spend their time fishing for units, others will attend the N. E. A. at Columbus, Ohio. A few will work on health projects in the mountains or by the seashore. Others will rest. We only live in that margin of time we call leisure. Our reaction to our work usually overshadows our freedom of thought and the development of spirit. The teachers are to be congratulated that they have a margin of time, from six to eight weeks, in which they can really live—that is, if they have learned the greatest lesson of existence, to spend leisure happily.

CALIFORNIA is not paying its county school superintendents sufficient salaries. This includes the state superintendents and also county librarians. The argument for higher salaries does not mean that the present officials are not as a rule efficient. It simply means the salaries are not sufficient.

Under the present method the legislation fixes salaries on the recommendation of the assemblymen, the grand jury, and the board of supervisors. The system is not satisfactory. The sheriff, tax collector, treasurer, district attorney, county clerk, etc., are political officials and the salaries are as a rule more than double that of the educational officials. There are county superintendents who get less than half that paid the sheriff, and there are librarians who are paid only about one-third of the amount paid county clerks.

The system of fixing salaries of educational officials should be changed.

THE CALIFORNIA STATE TEACHERS ASSOCIATION, Roy Cloud, executive secretary, is out in the open fighting for an indirect tax for the support of public education.

"HERE THE chronic emigrant must rest; there is for him no farther west. From its Asiatic cradle westward round the antipodes, to the very threshold of its source, civilization has ever been steady and constant on the march, leaving in its track the expended energies of dead nations unconsciously dropped into dreamland. A worn-out world is reanimated as it slowly wanders toward the setting sun. Constantinople shrivels and San Francisco springs into being. Shall the dead activities of primordial peoples ever revive, or their exhausted soil be ever recreated and worked by new nations? If not, when our latest and last West is dead, in what direction lies the hope of the world?"—*Hubert H. Bancroft.*

The above quotation has more than passing interest, for this is the hundredth anniversary of the first overland trail. It is the task of the boys and girls of yesterday and tomorrow to build a vast empire on the Pacific Coast and to build new cities on the ashes of the camp fires of the pioneers. The covered wagon has gone and the aëroplane is here.

L. E. CHENOWORTH, Superintendent, Bakersfield, Cal., has declined the presidency of the Humboldt State Teachers College at Arcata, Cal., to which he had been appointed by State Superintendent Vierling Kersey. In declining the offer, Mr. Chenoworth wrote: "While deeply appreciative of the splendid proposal made by Superintendent Kersey, who is doing outstanding educational work in California, it has seemed best to decline a position despite its promise of professional promotion and substantially increased remuneration. It has been a difficult decision to make. However, I feel that the Bakersfield city schools offer a most stimulating challenge to any educator who may desire to take a growing position into hand and render a real true service to the community."—*A. E. Winship, "Journal of Education," Boston, Mass.*

NICHOLAS MURRAY BUTLER recently gave the Richard Cobden lecture in London, England, on "Nation Building and Beyond." It was a great lecture. It was impressive and showed a tolerance of mind, a broadness of vision, a keen interpretation of world-wide problems. His one phrase, "The notion that experience is a good teacher is one of the most baseless of human obsessions," is worth the price of a half dozen lectures. His other address, delivered before the Reichstag, Berlin, April 30, 1930, on "Imponderables," is likewise a clear and powerful presentation of world-wide problems and shows how the imponderables move the world—Heat, Electricity, Love.

Some twelve years ago President Butler said, "The trouble with American economic life is that those at the top are paid too little and those at the bottom too much." We believed that such an undemocratic thought was unworthy the president of Columbia University. He has grown intellectually since then, and we are sure that he has fully realized that the grade teachers have deserved the increase of salaries during the past ten years, even if those higher up have not had so high a percentage of increase.

JAMES ROLPH, JR., candidate for the Republican nomination for Governor of California, has issued a statement in which teachers will be especially interested. He is for adequate retirement salaries and believes that the State of California should provide more than the mere pittance now given. He cites that during his administration an adequate retirement law has been given to the teachers of San Francisco, and that it even included in its generous provisions benefits for those who had already retired. He emphasizes the fact that his record on teachers' retirement laws is better than political promises.

IT HAS BEEN SUGGESTED that a survey with tests should be made to determine the influence of pictures, movies, illustrations, and all forms of visualization on the education of children. The highly colored pictures in readers and supplemental books are certainly not as effective as the content. Children do express delight at an attractive picture, but it is really worth while to get an occasional schoolbook where the pictures do not stare at you from the printed page and throw shadows over the content.

It was the story of the "Axe to Grind," Patrick Henry's speech, Benjamin Franklin's wise sayings, Joaquin Miller's "Sail On and On," and not pictures that made the permanent impression on the minds of children. Yes, pictures have their phase in the schoolroom and in books, but they are like gelatin or floating island on the dinner table—not much food for thought.

THE MEETING of the American Library Association at Los Angeles, June 23 to 28, is the most important convention to be held in California this year. The Los Angeles Public Library, Everett Perry, and the state librarian, Milton J. Ferguson, are preparing to extend California hospitality to the libraries. Elizabeth Riddell White of Long Beach is contact chairman. The trade books of the Harr Wagner Publishing Company will be on exhibit in the Biltmore Hotel.

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AN INTERESTING SCHOOL

PRESIDENT HOOVER and Mrs. Hoover, with the aid of a few friends, have established in the Blue Mountain region of Virginia, a model rural school. A twelve-year-old boy, Ray Burraker, presented the President with a live 'possum. Through this acquaintance, the President became familiar with the need for more schools in that region, and, with the aid of a few friends, arranged to have built for the mountain children the school shown in the accompanying photograph. The school has accommodations for thirty pupils.

The President's rural school for mountain children.

An interior view showing modern school equipment.

The problem of education in the mountain regions has long been complicated by such factors as scattered population, low tax duplicates, and bad roads hampering the long trek of ambitious youngsters to such schools as have been available. Out of these pioneer conditions, however, comparable to those which produced Abraham Lincoln, there have come many outstanding Americans of national repute, with sturdy characters built upon foundations of struggle and sacrifice.

Two of our regular advertisers contributed to the equipping of this school—seats by the American Seating Company and blackboards by the Weber Costello Company.

The old-time school is fast disappearing. The rural supervisors and the state-wide directors devoted to rural education, like Helen Heffernan of this state, have been of tremendous help in developing a modern type of rural school and in urging better conditions.

President Hoover deserves great credit for this example of thoughtfulness. The large cities have organizations of all kinds for the betterment of social conditions, but the rural school is still a matter of individual effort. The illustrations visualize the difference.

JOTTINGS OF A TRAVELING SALESMAN

(Continued from page 9)

5. Give name and specifications of Lindbergh's plane in which he flew to Paris. How long did it take him to cross? Give date.
6. What transoceanic flights are being planned at present? Name planes and other facts you know about them which are to be used.
7. Tell about one other famous air trip of the past few years.
8. Name three Pratt & Whitney engines. Tell the number of cylinders and horsepower, and six planes in which they are used.
9. What is the largest land plane in the United States? Describe it. Tell where it is used. Have you seen it?
10. Explain the effect and use of ailerons. Why do you not use the rudder alone in turning?
11. Explain the meaning of camber, ceiling, chord, power dive, dead stick landing, duralumin, drag, air wheels, hexhangar, leading edge.
12. Explain the action of wing slots. Name a plane on which they are used.
13. What is dope and what is it for?
14. Explain the difference in wing structure for swift planes and those having great lift.
15. Draw side view of tail assembly of Waco, Stinson Jr., Curtiss-Robin, Ryan Brougham, Fleet.
16. What open cockpit plane would you prefer and why?
17. What cabin plane would you prefer and why?
18. What is a wind tunnel? Molybdenum steel? How will the cost of airplanes be reduced?
19. Explain reversible pitch propellers. What planes have they been tried upon?
20. Tell what you know about Art Goebel.
21. Explain the Diesel engine.
22. Describe some army plane, giving specifications.
23. Describe the Flying Wing.
24. Where are the following products manufactured: Lockheed, Kinner, Hamilton propeller, Fokker, Ford, Axelson, Bach, Flying Wing, Northrup All-Metal, Douglas planes?
25. Name the officers of the S. P. Airport Corporation. Describe the airport.
26. What is the use of dihedral? Tell two differences between the Northrup All-Metal and the Lockheed. What airway uses an amphibian and what kind is it?
27. What connection has the Department of Commerce with aviation?

This is an illustration of an old style interior with its cabinet stove and pail of water.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Annual Meeting Sacramento County Library Custodians

THE ANNUAL MEETING of the custodians of the Sacramento County Free Library was held on Friday, April 11, at Cleora's Hostess House in Sacramento. No morning session was held, and the meeting opened with a noon luncheon at which thirty-two persons sat down. Twenty-five custodians were present, as well as the members of the staff of the main library and the speakers of the occasion. The luncheon tables were beautifully set and were decorated with lovely baskets of golden poppies and purple brodiæa. At the beginning of the luncheon, Miss Provines, county librarian, called the roll of the custodians present, asking each to rise in response to her name in order that everyone might feel acquainted and become familiar with the names and faces of her fellow-workers.

Mr. Howard K. Johnson, chairman of the board of supervisors, and Mr. Milton J. Ferguson, state librarian, were guests of the meeting, and after luncheon Mr. Johnson was presented. He made an address in which he stressed the importance of the work of the county library, its value in the county, and the responsibility of each person engaged in the furthering of the work. He also paid a tribute to the county librarian, the staff of the county library, and the custodians as a whole, saying that as the county library is paid for by the people of the county it is especially and peculiarly a county institution and, as such, should be a matter of pride and of interest to the county residents.

Mr. Ferguson was then introduced, and he used as the basis of his address a conversation which he had recently held with the resident of another county, who "did not believe in" libraries nor the advancement of education either as a whole or in part. Presenting the discussion in conversational form, Mr. Ferguson gave a clear picture of the type of mentality which we so often have to meet —that of the man whose concept of life, being wholly material, is bounded in his interests and understanding by material things. But through the conversation he drew out the incontrovertible realization that Man must live through and by his intelligence, and that it is only by the stimulating and training of the intelligence that he can hope to survive. That schools and libraries are a means toward an end and not an end in themselves, and that as humanity develops in mental and spiritual qualities, so must educational institutions develop to meet the increasing demand for the satisfaction of these needs. He concluded by saying that no matter how small our individual part might be in the furthering of these human necessities, it was all a part of the development of the whole.

At the conclusion of the luncheon, the guests retired and the members present adjourned to the pleasant living-room of the hostess house for an afternoon of discussion of their various problems and necessities. Miss C. D. Provines, county librarian, called the meeting to order and opened it with a brief address in which she followed up Mr. Ferguson's theme, calling attention to the increasing mentalism of the age in which we live, the quickened mental activity all over the world, and the realization that if we would escape from the mechanical menace which Man has reared for himself we must develop the mental powers with which Man is endued, but which he has so far used to a very limited degree. That within the mental realm lie possibilities not yet dreamed of by the human race, and that in the work we are doing, no matter how small, we are not to be discouraged by the unenlightened "mass mind," but to realize that we are playing our part in the development of the future, as well as serving a need of the present. The rest of the afternoon was devoted to a discussion of the business and conduct of the branch work, and the individual problems of the custodians and of the library staff of the main office. Everyone present felt that it was a most interesting and inspiring meeting and that much had been gained in both information and understanding.

Building the Home Library

THE BETTER HOMES WEEK tour of Sacramento County was arranged by Miss Ruby Beers, home demonstration agent, for Thursday, April 24. This is an annual event and is looked forward to by everyone interested in the development of the better-homes movement. The tour is usually arranged for two or three days but was curtailed to one day this year, because of the travel conference being sponsored by the home demonstration department of the state, covering the counties of Solano, Napa, Alameda, and Contra Costa.

The county librarian and a member of her staff joined the tour at the courthouse at 9:30 on Thursday morning, returning to town at 5:30 that evening. A number of homes were visited during the day, each home showing some particular form of improvement in home management or arrangement, garden planting or garden planning, and how such improvements in comfort, convenience, or beauty had been achieved with little or no expense. There was the boy's room which had been built upon one end of the wide porch, containing all sorts of convenient lockers for a boy's treasures, with plenty of light and air, and with a minimum of furniture and "fixin's." A convenient kitchen, contrived by the knocking out of pantry walls and the adding of a window, with an ice box on the porch, opening into the kitchen, saving steps and economizing ice. An old, poorly arranged farmhouse, done over into a modern, convenient dwelling by the knocking out of partitions and the addition of windows, together with a little papering and painting. A guest room, contrived from an old cabin for laborers, moved up to the dwelling house and artistically and inexpensively furnished and fitted. A dining-room for the field hands, made from one end of an old porch, and saving the use and heat of the home dining-room. Lovely gardens, laid out with taste and care,

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with shrubs and flowers best suited to that particular locality, and so on. A demonstration of how a little thought in planning may make life so much more easy and pleasant, even in its working aspects.

Luncheon was served at the Methodist Church of Rio Linda, at which forty-two itinerants sat down. Mrs. F. B. Basler introduced the speakers. Miss Ruby Beers gave the history and significance of the better-homes movement, and of its development in Sacramento County since its inception in 1922.

Miss C. D. Provines, the county librarian, spoke upon "Building the Home Library," sketching first the significance of the rural-life movement, the present-day tendency toward the release of the human energies from the mere physical strain of making a living, to the enjoyment of life itself; the greater leisure thus obtained for the development of mental and spiritual qualities in the individual, and the astonishing increase in the amount and kind of reading done by rural residents; the value and significance of books as a means toward human understanding and development, and the desirability of supplying every home with such books as might become the daily friends and companions of both children and adults; the necessity of fitting these books to the individual, in accordance with individual tastes and desires, rather than the filling of the bookcases with any set of books which might be good in themselves, but were valueless unless they filled a specific need or purpose in the reader; the desirability of giving to each child a bookshelf of his own, to be added to from time to time, preferably with books of his own selection or ones especially suited to his individual tastes and interests; that such books should be chosen from the standpoint of the child and not because some adult might think them "good" books for him to have; lastly, that the county library stood always ready to advise, assist, and suggest in the selection of any books to be purchased by the individual for use in the home, especially children's books, in which the field was so wide and the choice might be difficult.

Such tours are of very great value to the county librarian. First, they enable her to meet the residents of her county in an informal way and to become really acquainted with them and the outlines, at least, of their lives; to see and know their homes and something of the home problems; to visit parts of the county off her own beaten track and to coördinate her work with the other agencies of the county in an even closer and more intimate way than would otherwise be possible; in other words, to identify herself with the people of her county, as well as to be associated in their activities and interests.

Farm Bureau Appreciates County Library

In May, 1928, the secretary of the Sacramento County Farm Bureau requested Miss Cornelia D. Provines, librarian, Sacramento County Free Library, to write a series of articles for the local farm bureau monthly. The secretary in a published prefatory statement said: "Few of us realize the information obtainable, and the foundation and growth of our own Sacramento County Library. Its study opens new fields which we can pursue for knowledge, and after reading carefully these articles as written by our county librarian we are positive a great deal more thought and respect will be given this department of the county."

The series of articles written by Miss Provines has covered a wide range of library subjects beginning with the reason for libraries in general and explaining the library system of California in particular. The county libraries with all their ramifications were visualized. The function of the state library with its supplementary service to county libraries and other libraries was clearly set forth. The origin and development of the Sacramento County Library were so recounted that it has made available valuable local library history. The type of books to be obtained in the Sacramento County Free Library was given wide publicity and showed the rural people the very definite value of the county library collection both from the cultural and utilitarian standpoint. An unusually fine series of articles designated as "Book Talks" has provided all readers of the local farm journal with exceptionally informative book reviews. The Sacramento Farm Bureau has given evidence of its appreciation of the value of these articles by according them front-page space in their monthly magazine for the last two years.

The farm bureaus of Colusa, El Dorado, Glenn, Humboldt, Mendocino, Modoc, Placer, and Santa Barbara counties have now incorporated Miss Provines' library articles into their farm bureau monthlies, thereby giving them state-wide publicity.

The School of the Air

A new feature in education—the school of the air—will be discussed at the Biltmore Hotel, Los Angeles, June 23–28, during the fifty-second annual conference of the American Library Association. Four well-known national broadcasting companies last winter offered book lists in connection with popular programs, and librarians are interested in cooperating with broadcasters in providing books for radio students.

Levering Tyson, field representative, American Association for Adult Education, who will speak at the A. L. A. conference, began several months ago a survey in the field of adult education by radio; the survey being financed by the Carnegie Corporation of New York.

Programs in which librarians have been particularly interested are the Walter Damrosch music lectures offered by the National Broadcasting Company, for which Mr. Damrosch and his assistant, Ernest La Prade, prepared a supplementary reading course; the voters service programs of the national league of women voters, for which the American Library Association prepared reading lists; the James A. McDonald talks on foreign affairs, broadcast by the Foreign Policy Association; and the American School of the Air, sponsored by the Grigsby–Grunow Corporation and operated by the Columbia Broadcasting System.

Ray Lyman Wilbur, Secretary of the Interior, Doctor Julius Klein, Assistant Secretary of Commerce, and U. S. Commissioner of Education William John Cooper, advised and actively participated in the American School of the Air programs which were reviewed by a faculty of sixteen distinguished American educators before they were released. Effie Power, chairman of the American Library Association Section for Library Work with Children, prepared the reading lists used in connection with the courses.

The American School of the Air was an experiment this year which may be repeated. An economic analysis made by the Columbia Broadcasting System after six weeks of the

Of Special Interest to County Boards of Education

The third book of the Rugg unified course in social studies will make its debut this summer —

A History of American Civilization: Economic and Social

is its title. In this book history predominates although geographic and economic material is worked into the discussion. It covers such themes as the exploration of the red man's continent, the settlement of the land, the mechanical conquest of America, the development of the age of big business in America and its extension abroad.

It is written in the same vivid, dramatic style and is just as generous in its use of illustrations, maps, and graphs as the earlier books. Of course there will be a pupil's workbook and teacher's guide to accompany the text.

To those of you who are using the first two Rugg books, "An Introduction to American Civilization" and "Changing Civilization in the Modern World," announcement that the third book will appear before the opening of schools next fall will be a welcome one. We urge you to send in your order for the book early.

Should you not be familiar with the new Rugg "Course in Social Studies," we shall be glad to send you detailed information about it.

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experiment indicated that a nation-wide educational program broadcast to twenty-five million school children for a half hour each day, five days a week for thirty weeks of the year, would represent an annual per capita expense of less than five cents per child; all elements of time, talent, research operation, and executive administration being considered. This amount is less than one-third of the usual cost of instruction by customary methods, yet it enables a child to be brought in daily contact with government officials, recognized authorities on economics, music, art, literature, and finance, prominent international figures, great scientists and explorers; and keeps him informed of the newest discoveries and the most important world events.

Thousands of letters from educators, children, and parents addressed to the American School of the Air indicated a widespread interest in education-by-radio as presented in this first nation-wide experiment among schools. Many parents also followed the broadcasts in order to keep abreast of their children's interests.

American Library Association Conference

MORE THAN two thousand librarians will meet in Los Angeles June 23–28 for the annual conference of the American Library Association, Andrew Keogh, librarian of Yale University and president of the A. L. A., presiding.

What a state can do to increase book service to its people, if state library service is adequately financed, and how people in sparsely settled areas may be reached will be discussed in connection with reports on two demonstrations financed by the Carnegie Corporation of New York. The Louisiana state demonstration, begun in 1925, was completed this year, and the British Columbia demonstration has just been started.

The development and organization of the California county library system will be especially studied, as it is the most extensive in the United States.

Forty committees of the American Library Association will hold round-table meetings to discuss school library work, work with children in public libraries, business library service, rural adult education, hospital service, work with the foreign born, and other library problems.

The Association of American Library Schools, the Bibliographical Society of America, and the League of Library Commissions will meet with the American Library Association.

THE ALPHA INDIVIDUAL ARITHMETICS, Book Three, Part I, price 40 cents, and THE ALPHA INDIVIDUAL ARITHMETICS, Book Three, Part II, price 40 cents, by the supervisory staff of the Summit Experimental School, Cincinnati, Ohio, Illustrated by Blanche Fisher Laite and others. Published by Ginn & Co., Boston, Mass. Every effort has been made to make these arithmetics as attractive as any storybook so that the child may find in them his own individual opportunity to advance by safe and pleasant roads, and to come in his progress under the fascination of the power and beauty of numbers.

EXPERIMENTS IN HEALTH. This manual is replete with experiments that may be used with any junior high school textbook on hygiene or healthful living.

THE VOGUE OF BIOGRAPHY

THE ANNOUNCEMENTS of publishers continue the trend of the past few years—many new biographies are appearing. Life histories of the Borgias, Lincoln, Napoleon, Daniel Defoe, George Meredith, Ambrose Bierce, Joaquin Miller, Henry VIII, and many others are among the new or recent books. Biography is the vogue in the publishing world.

Biography, as a word, comes from the ancient Greeks. According to Webster's New International Dictionary, biography is formed from two Greek words meaning "written life." The derivation of this word is concisely maintained in its definition: "The written history of a person's life."

Autobiography is biography written of oneself by oneself. The prefix "auto" means simply self; autobiography is self-biography.

HOW TO TEACH SECONDARY CHEMISTRY AND ALLIED SCIENCES, by Hattie D. F. Haub, Roosevelt High School, Oakland, California. Harr Wagner Publishing Company, San Francisco, 1929. xiii + 292 pp. 14 illustrations. 19.5 cm. x 13.5 cm. $2.50.

Don C. Evans of Park County High School, Livingston, Montana, writes a column review of this book, of which the following is an extract, in the February issue of *Journal of Chemical Education:*

The author's treatment of the following subjects—digestion, dilution, mending apparatus, stains, acids, the furniture of the laboratory and its care, the stockroom, and special topics for written work—shows that she has an exceptionally complete knowledge of both the high school laboratory and the high school textbook work. The discussion indicates that she realizes the importance of industrial chemistry and research. This knowledge and appreciation of chemistry should create in her pupils a high degree of interest and inspiration.

Perry Powell, author of "Elementary Science" and member of the science department of the Oakland school system, writes as follows:

I can most heartily recommend this book to all young teachers of chemistry. It is much more than a book of pedagogy—it *is*, in itself, a manifestation of pedagogy, and a pedagogy of the best kind, for it works. No item of value to the teacher is omitted; room, tables, shelves, plumbing, apparatus, and chemicals are listed, described, and planned in a masterly manner so as to be an invaluable aid to an inexperienced teacher and a help to any teacher who must plan a laboratory. Then the minute, although clear and concise, directions for teaching every part of a high school course in chemistry make the book one of the best I have ever seen. It anticipates every difficulty met in teaching a laboratory chemistry course and is the best insurance a young teacher could purchase if he really wishes to succeed.

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"TUNED" COLOR PRINCIPLE

THOSE FORTUNATE ENOUGH to attend the N. E. A. convention saw the striking display above. Not only was it an outstandingly attractive exhibit, but it received an unusual amount of attention, because of the exceeding importance of the announcement which it carried.

In 1924, the American Crayon Company took the important step of basing its "Prang" Tempera colors on a definite color circle. This met with such enthusiastic success and proved such a help to users of Tempera colors, that the company laid plans to provide the educational field with a complete line of color art mediums based on a related palette. The consummation of this development has now been achieved and was announced at the N. E. A. convention through the exhibit pictured above.

A color palette in order to serve successfully as an instrument in color expression must be properly tuned before the musician can render a musical composition upon it. According to the American Crayon Company, the user of "Old Faithful" art products is now assured a "tuned palette" in all mediums, since "Crayonex" wax crayons, "Crayograph" pressed crayons, "Pastello" pastel crayons, "Ambrite" colored chalk crayons, "Prang" water colors, and "Prang" Tempera are now all based on a definite color circle.

This should prove of tremendous importance to art teachers and students, as a help toward meeting the demands of modern color expression. The new palette not only makes possible speed and accuracy in mixing, but gives the teacher more effective mediums for classroom work, since the new palette promotes orderly color thinking on the part of the child.

The educational world has long learned to expect helpful suggestions from the American Crayon Company, but this new announcement is so significant a change that it deserves here, and has received, special attention.

WESTERN SCHOOL NEWS

J. C. MCRUER has been elected district superintendent of the Reedley Union High School District vice E. W. Hauck, resigned. Mr. Hauck retires from the teaching profession to practice law. He will locate in Oakland. He has made an excellent record as a high school principal.

L. D. HENDERSON has been elected city superintendent of Burlingame, San Mateo County. Mr. Henderson served as superintendent of the schools of Alaska and is a popular and successful administrator. He will be one of the outstanding leaders in education in the bay region.

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ALL THE YEAR

HORACE M. REBOK was the speaker at the graduation exercises of the California School of Arts and Crafts, Oakland, on May 24.

PERCY ROLAND DAVIS has made a special study of "State Publication of Text Books." The study has been approved by Professor F. W. Hart, Professor Bolton Baldwin Woods, and others. The study was made in the graduate division of the university. The book will be published by the California Society of Secondary Education. Copies may be ordered now. Price $1.00. Address, California Society of Secondary Education, Berkeley, Cal.

MELROWE MARTIN of Ventura has been elected principal of the Salinas High School, and Mr. Van Dellen of Salinas has been elected principal of the Ventura High School.

P. H. ALCOCK, manager of the Peabody College Book Covers, has joined the Holden Patent Book Cover Company, the oldest and largest manufacturers of book covers in the world. Miles C. Holden, Springfield, Mass., is the president. The Peabody College Book Covers have been withdrawn from the market.

TEACHERS will be interested in knowing that "Pencil Portfolia No. 4" and "A Glance at Skies," to which is added "Eldorado Textures 1930," have been issued in a very attractive form by Joseph Dixon Crucible Company. Teachers of drawing may secure a copy free by writing to Joseph Dixon Crucible Company, Pencil Department, Jersey City, N. J.

"STRICTLY DISHONORABLE." This comedy is the biggest hit in the history of the Columbia Theater. The play is by Preston Sturges, and is presented by Brock Pemberton. The stars are Antoinette Perry and Mr. Pemberton. The New York cast is highly praised by dramatic critics. The play is booked for three weeks and is drawing crowded houses. It is one of those rare comedies that you enjoy and feel pleased over. A delightful evening spent at the theater. The new Columbia is maintaining its high standard as a high-class theater.

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ABOUT BOOKS

TYPES OF WORLD LITERATURE, published May 10, 1930. List price, $3.50. By Percy H. Houston, professor of English, Occidental College, Los Angeles, Cal., and Robert M. Smith, professor of English, Lehigh University, Bethlehem, Pa. This book is designed for courses in comparative literature, types of literature, or for the orientation course in world literature. It contains an unusually comprehensive collection from all periods and from all important literatures, including Greek, Roman, Hebrew, Italian, French, German, English, and American. Every writer whose work appears in the book is represented by a complete unit or by a substantially satisfactory extract. As an example of the first part of this statement, it will be observed that the book contains thirteen complete plays. The significant literature of biography, letters, history, politics, and philosophy, is given considerable attention. Such, in brief, is a bare outline of a book which shows rare literary judgment, comprehensive treatment, and, more than all, a real composite of the world's best literature. The authors deserve credit for providing such an excellent content and the publishers for presenting it in such fine style.

SAMUEL MORTLAND has written and published a book entitled "Yir Frien' Scotty, His Book." Price $1. Enclose a dollar bill in an envelope and send it to "Scotty," San Francisco *Chronicle*, Fifth and Mission streets. "Scotty" has made a great success as a speaker over the radio. He is there in person, and is not only there but everywhere to those who listen in. Now he has written a book and printed a letter from Roosevelt to him that is so unusual and interesting as to be worth more than the price of the book. Then add the value of the poem, which produced the letter, and you have a double value. Scotch thrift should be sufficiently compelling for anyone to own and read, many times, this collection of "Scotch and near Scotch stories and otherwise." The poems are fascinatingly human and humorous.

LILY, IRIS, AND ORCHID OF SOUTHERN CALIFORNIA, by Francis M. Fultz, is the title of this very wonderful book. There are sixty-six illustrations and 132 pages. Mr. Fultz knows his out-of-doors. He loves nature, and has the seeing eye. His "Fly and Other Seed Travelers," "The Elfin Forests of California," and "A Study of the Sierra Nevadas" show his cultural and informational background. He is a real student of his environment. This book should be in every library.

A CHILD'S GEOGRAPHY OF THE WORLD, by V. M. Hillyer, Century Company, publishers. Price $3.50. This book is written in an intimate way that appeals both to the fancy of the child and the thoughtfulness of the grown-ups. It is a book of five hundred pages, illustrated by Mary Sherwood Wright Jones. Featherweight paper is used and it gives the book an interesting and fascinating appearance and feel. The jacket is very attractive. The author's style is charming. We read page after page and were delighted with the intimate style of the author. He knows how to interest readers, how to make a readable book of an informational character and how to avoid the silliness of the average story book.

THE JANUARY ISSUE of *Education*, 120 Boylston Street, Boston, has a thoughtful and conservative article on the much-debated subject, "Extra-Curriculum Activities," by G. D. Houston, principal of the Armstrong High School, Washington, D. C.

THE NEW WORLD BOOK ENCYCLOPEDIA has been issued. W. F. Quarrie & Co. of Chicago, 154 East Erie street, have published the new World Book Encyclopedia, and S. W. Coombs, formerly of Folsom schools, has become district manager for Northern California. His offices are 529–30 Hearst Building. Mr. Coombs has recently returned from the Hawaiian Islands, where he sold thirty-seven sets of the new World Book. It is issued in thirteen volumes, eight thousand pages of reading matter, ten thousand illustrations, five hundred full page colored illustrations, one hundred reproductions of famous paintings, one thousand photographs of noted people, and 288 pages of up-to-date maps. It is completely cross-indexed. It is alphabetically arranged. The editor-in-chief is M. V. Oshea, University of Wisconsin, well known to all California educational people. Noted Californians on the staff of editors are Virgil E. Dickson, Samuel J. Holmes, John Louis Horn, Harriet E. O'Shea, Lewis M. Terman, Elliott M. Jones, Harry B. Wilson, Doctor Ray Lyman Wilbur.

The World Book is highly recommended by the Book List and many other reference lists for home, school, and libraries.

The content of the volumes is new. The method of presentation, scientific and modern. The binding is attractive. The entire set for sale at $66, in beautiful blue buckram. It is, however, understood that the price is to be advanced on account of the high cost of production. For sample pages and circulars address S. W. Coombs, 529–30 Hearst Building, San Francisco, Cal.

EL CAUTIVO, by M. A. De Vitis and Dorothy Torreyson. Published by Prentice–Hall, Inc., New York. Price $1.

THE EXTRA CURRICULAR LIBRARY—"Thrift Through Education," by Carohel Murphy, Price $1. This book is the outgrowth of a doctor's dissertation presented to the School of Education of the University of Southern California. It represents research pertaining to thrift practices in many localities, together with intensive controlled experimentation in a metropolitan secondary school of some two thousand students.

DIAGNOSIS OF HEALTH, by W. R. P. Emerson, Tufts College Medical School. D. Appleton & Co. Of special value to mothers, school nurses, and those in charge of physical training in schools and colleges; also to individuals who want to check up on their own physical condition. Discusses the reliable symptoms of good health, how to gain health and to retain it through proper attention to weight, diet, sleep, air, sunshine, and exercise.

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PRIZES AWARDED IN CONTEST

IF YOU HAVE the opportunity, you should visit the display room of Ginn & Co., publishers, at 45 Second street, San Francisco, to see the Pinocchio marionettes submitted by California children in the first nine grades.

There were 130 contestants for the prizes of $20 first prize, $15 second prize, $10 third prize, and $5 fourth prize offered by Ginn & Co. In addition to these money prizes, the company gave the book of his choice to each child who sent in a Pinocchio marionette and a letter telling which of the three Pinocchio books—"Adventures of a Marionette," "Pinocchio in Africa," or "Pinocchio's Visit to America"—he preferred and why.

The judges in the contest were Mrs. Alice G. Whitbeck, librarian, Contra Costa County Library; Mrs. Margaret B. Forbes, an expert maker of Pinocchio marionettes; Vaughan MacCaughey, editor of the *Sierra Educational News;* and Harr Wagner, editor of the WESTERN JOURNAL OF EDUCATION. They met Saturday, May 3, and found it not an easy task to decide upon the prize winners, but finally decided unanimously that the prizes should go to the following: First prize—Cosma Formway, Midway School, Fellows; second prize—Norman Engle, Mission Hill School, Santa Cruz; third prize—Lawrence Russell, Alexander Hamilton Junior High School, Oakland; fourth prize—Earle Carr, Jr., Brown (Kern County).

The best of the marionettes will probably be given the pleasure of a trip to Los Angeles, where they will be exhibited by Ginn & Co. at the meeting of the A. L. A. in June. Already, two or three county librarians have made the request that the marionettes be given the pleasure of a trip to their counties so that the children patronizing their libraries may meet Pinocchio as conceived by other California school children, and it is hoped that arrangements may be made for such exhibits. It is also a possibility that those Pinocchio marionettes who behave themselves very well between now and the superintendents' convention next fall may be given a trip to Lake Tahoe or wherever that convention is to be held.

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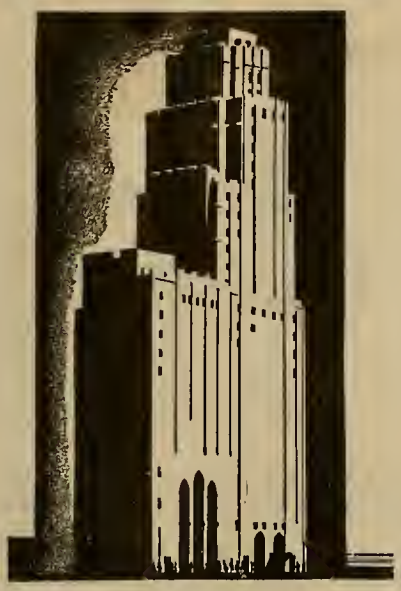

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JULY, 1930

Arthur S. Gist, the new president of the State Teachers College at Arcata, Cal.; principal of the training school, State Teachers College, San Francisco, Cal.; author of "Elementary School Supervision" and "The Administration of an Elementary School"; coauthor of "The Teaching of Supervision of Reading"; editor of the yearbooks of the Department of Elementary School Principals of the National Education Association; and joint author with Arthur Eide and Ruth Palmer Gist of "New Stories From Eskimo Land."

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DEPARTMENT OF RURAL EDUCATION

Conducted by HELEN HEFFERNAN
Chief, Division of Rural Education of the State of California.

[EDITOR'S NOTE.—Several factors in the teacher's guidance of this activity are worthy of particular emphasis. Note, first of all, how she discovered the real interests of her children and skilfully directed these to the formation of a group purpose. Note how she led them to attempt an activity which involved problems unlike those they had met in the first grade, and which offered larger opportunities for growth. Consider the fact that, although her program called for periods devoted to particular subjects, a need for each of these subjects became so evident to the children that all became an integral part in carrying out their purpose. Note, also, the teacher's meeting of individual needs, and the preserving of balance in the day's activities. It is worth noting, also, that the Hueneme School is a rural school with five teachers.]

Furnishing a Home in the Second Grade

How One Teacher Used a Playground Interest to Create Real Learning Situations in a Rural School

By BARBARA DIEFENBACH
Hueneme School, Ventura County

THIS ACTIVITY was carried out by a second grade of thirty children, a large per cent of whom were foreign. The furnishing of the home, including other minor activities which developed from the main unit, engaged the group for five weeks.

The activity grew out of the fact that the children displayed a great interest in the home. It was discovered that they were making playhouses in different parts of the school grounds. Nearly every child in the room was a member of a group that had a playhouse and all were bringing knickknacks from home to furnish their houses. These collections did not add beauty to the appearance of the grounds and it also seemed advisable that such interest and enthusiasm be directed toward organized activity, because of its possibilities of stimulating development.

I believed that the study and furnishing of the home would be worth while. Through such a study the child learns to appreciate the work others do for homes. It gives the children, especially the ones from foreign families, an understanding of a standard of living other than their own. Many of my children did not know the difference between a living-room, dining-room, kitchen, or bedroom. By studying and discussing furniture arrangement and room decoration they understood and acquired some of the principles of home furnishing. A clean and tidy playhouse is an excellent example of desirable home cleanliness.

The difference between the activity I had in mind and the children's own spontaneous activities of building playhouses was so small that it was easy to guide their enthusiasm and interest to the new purpose. After discussing their own playhouses in class, I suggested that we might furnish a house by making our own furniture. This suggestion, as I had anticipated, was eagerly accepted by the children.

Plans for the activity were immediately started by a discussion of what rooms were to be furnished. This discussion was led by the children from the better families, as those from the poorer families were familiar with homes of only one or two rooms. The children, with little help from me, made a list of the rooms desired, which were living-room, dining-room, bedroom, and kitchen, placing under each room the names of articles of furniture that they wanted for that particular room.

When these plans had been made, one child inquired where we were to put the furniture when it was made. As this same group of children had constructed a small two-story house when they were in the first grade, I thought it best not to spend the time in building a house, so I led them to discuss the shape of a room and what it resembled. From this discussion it was decided to use wooden fruit boxes for the rooms.

The actual construction was done and an evaluation of the work made during a special period, four times a week, which was the regular period for fine and industrial arts. The other work of the day was related as much as possible. Our language period, for instance, was usually given over to discussing the materials used in making the furniture, rugs, and curtains, the uses of the different rooms, and the homes of other people. Cleanliness in the home was discussed and practiced. Our spelling lessons often included words used in the written language period such as "dining," "kitchen," "stove." The children liked to find the cost of the furniture in each room when a certain price was given to each piece of furniture, and so felt the need for number work. During "Better Homes and Clean-Up Week" we made special posters. The children were also privileged to do any construction work when their other assignments were completed, providing it did not disturb the rest of the class.

After the first plans were laid and the children had decided what furniture was to be made, each one chose what he wanted to make. At this point it was necessary to bring in a "manners lesson," as some articles were more popular than others. The girls were given first choice, and if there were still more than one, it was decided by those who wanted to make the same article which one should be given this pleasure. It is surprising to note that children will give in, one to another, in a case like this, more readily than grown-ups do in a similar circumstance.

When boxes were to be used, the children, through questioning as to how rooms were furnished, decided to paper the rooms. The paper was obtained from the father of one of the children who gave us a sample book. The plain side of the paper had to be used as each piece was different, and one piece was not large enough for a room. We were able, however, to get borders for the rooms by cutting other pieces, which were suitable, into strips. A box was given to each of four boys who were to cut out the windows and to paper the walls.

Cardboard cartons were used for the furniture. After it had been made it was painted with poster paints. Our furniture was the "latest thing in color."

The living-room was furnished with a davenport, table, table lamp, fireplace, rug, and curtains. The davenport, table, and fireplace were made from boxes. The rugs for this room and the dining-room were woven from jute. The lamp base was made from a small perfume bottle and the shade from figured wall paper, which was held in place by putting the cork in the top of the bottle. The curtains were made from a scrap of silk cloth which harmonized with the other colors of the room.

When the furniture was completed and put in place several articles were added, such as a clock and clay candlestick on the mantel and a clay vase with flowers for the table.

The dining-room was furnished with a cupboard, a table, four chairs, curtains, and a rug. Cardboard boxes were also used from which to build the furniture for this room. One child, during a period when he had finished his work, made a bowl of fruit for the dining-room table.

The bedroom was furnished with a bed, chair, dresser, small table, curtains, and a rag rug. The color scheme for this room was pale yellow and green and was carried out in the furniture, curtains, and rug. A mattress, sheets, pillow, blanket, and bedspread were made for the bed.

For the kitchen, the children made a sink and drainboards, a cupboard, and a stove. This furniture was painted white. In the wall-paper book one child found a piece of paper that resembled linoleum. This was used on the floor of the kitchen. The curtains were made from some old white and pink curtain material.

In making the furniture and the finishing of the rooms, each child had his own work to do according to the plan that had been made before the work began. As I had expected, not everything progressed perfectly. One or two children did not want to finish what they had begun; another child chose something that she could not complete to the satisfaction of the rest of the class. In the first case, when the child who was making the rag rug became tired of her "job" and complained to me, I stopped the work of the class and discussed with them the workers in factories, our mothers, and fathers, and all the people who had to keep at their jobs day after day because others were depending on them to do certain work. After this discussion the child in question went back to her rug and finished it without another word. The other child who caused a little difficulty is a very nervous and erratic child. She had chosen to make the stove, and I knew that something would have to be done as she was physically and mentally unable to create a stove from a cardboard box. I did not want her to attempt it and then to feel dissatisfaction. I felt that the only thing to do was suggest that she make something else. As a substitute for her own choice, I suggested the curtains for one of the rooms, which she made very well.

I feel that the children did not waste any time during this activity as they were at liberty to help others if their own work was delayed for a short time because of shortage of materials or some similar reason. There were books at their disposal on the various subjects connected with the home, such as lumbering, cotton and silk growing, and so forth. Although some of the books were too difficult for the children to read, they learned a great deal from the pictures.

As was shown above, the activity revealed needs for the work of the other periods, besides that of the industrial and fine arts period. There was always something to talk about in our oral language period, as well as something to write about. The activity was carried into the arithmetic period not only through the need for computing the cost of furniture, but also through the need for measuring for windows, curtains, and furniture. Our spelling and health lessons also helped to bring balance to the activity, so that it was not merely a "construction activity." Thus the work gave the children a definite use for subject matter that they had learned and a reason for learning new material. As an example, when it came time for the boys to cut the windows it was necessary for them to find the middle of the room, and as they had decided to have two windows in the bedroom, they had to find just where to put the windows. Another example was the necessity for them to learn to spell words which they used over and over in connection with the project. At one point in the construction it was necessary to give lessons on how to paint and on keeping the paint where it belonged, as one child was getting it on the handle of the brush and splashing it on the table.

Following is a list of the subjects that contributed to the activity:

1. Language:
   The activity was an incentive for much expression in both written and oral language.
2. Spelling:
   Children like to learn words for which they feel a need.
3. Arithmetic:
   The problems in finding the cost of furniture were real to them.
   Measuring became a necessity.
4. Art:
   Better homes posters.
   Border designs for wall paper.
   Learning how to handle brushes and paint.
   Molding with clay.
5. Healthful living:
   "Cleanliness in the home" was practiced in the playhouse.

The following is a list of outcomes in attitudes and habits:

1. Appreciation of others working with and near you.
2. Recognition of the value of organization and planning before beginning work.
   Learning to plan and organize work.
3. The habit of finishing a thing begun.
4. The habit of not being satisfied until the work done is the best possible for the child concerned.
5. The habit of putting materials and tools away when through with them.
6. The habit of consideration of others working with and near you.

During this activity it was necessary for me to be alert to make use of every opportunity which might lead to the formation of a needed habit, or to the acquiring of needed subject matter. When there is an activity in progress in a room, one day seems to carry on to the next a great deal more smoothly than without one, and to make each day a little different. It breaks the monotonous routine inevitable when the same thing is done over and over every day. Each day is connected with the last and with the one to come. I feel that such a program brings the teacher to life and makes her think and act, just as it has this effect on the children.

The children are now building a book of stories and pictures which they made in connection with their house and the garden, that grew out of the home activity. They have decided to call this booklet "Our House and Garden."

The children used the following books for pictures and information concerning the materials used in home furnishing:

"Industries of Today"—*Youth's Companion* series.
"Commercial Raw Materials"—Toothaker.
"This Earth We Live On"—Elizabeth Duval.
"How We Are Sheltered"—Carpenter.

The following is a story written by a Mexican boy:

> We have a little house. Glen is painting the little house. It has a bedroom, a living-room, a kitchen, and a dining-room.

Progressive Education in Placer County

By GENELLE STAM
Teacher, Spring Garden School

MY PUPILS began work on the project which they called their "Modern Community" in November, and after working on it

Spring Garden Schoolhouse before the children started the community project of building a model house.

Spring Garden School after the children completed the community project.

to the present day they are still interested in their unfinished plans.

It all came about as we were eating our lunch in the shade of the tall pine trees. At that time of the year everything is dry and very dusty.

Between the schoolhouse and the main road there was a clump of very dusty dead-looking poison oak and chaparral bushes growing in some rocks. Of course it wasn't pleasing to the eye, and the conversation led to cleaning and beautifying the yard.

One boy spoke up and said, "It's always been there and if we cut it down it will grow right back. You can't kill poison oak." Another said, "We wouldn't lose our baseballs so often."

Nothing more was said, but soon after that as I came down the hill one morning to school I noticed some early arrivals at work—one was chopping; others were carrying brush away.

I was pleased and told them what an improvement it was. All were elated over finding three small cedar trees hidden in the brush.

There were many rocks, and what to do with them seemed a mystery. From some one came the idea of building a rock wall. Without further delay, the whole school of ten began building. Some gathered rocks; others placed them until the ground in that particular spot was clear. Then the older ones were called upon to carry them from other parts of the school yard or wherever they could find the best kind, because they soon found out that round rocks didn't pile well.

They worked well in groups—each group having its own task. It took them four days to build the triangular wall, working before school and at short recesses (we didn't take class time or our twenty minutes of physical education). Not once did they lose interest. One thing led to another.

A mine, which was planned for our sand table, became a real timbered tunnel in one corner of the plot. Word of the mine went home and parents became interested, as the community is an old mining center. All kinds of mines were studied—from the discarded hydraulic to the lonely prospector's hole.

As we had planned to have a model, we got one and placed it under the small cedars. The house was built by eighth grade pupils and given to me by the principal, as they were finished with it.

My boys are not able to construct anything like it because of lack of tools and experience. They are very proud of it.

Because the ground was not level, they built a rock foundation to set it on and terraced a yard for a lawn and flowers. Steps were built in the wall and a flagstone walk made from the porch to the step.

The girls made curtains for the windows out of old scraps of lace curtains, and the boys made window shades out of an old one discarded from the schoolroom.

Such splendid opportunities were afforded to learn about home making. They have planned to furnish the house, and as there are no partitions they have gone through magazines for floor plans. Many lively discussions have taken place.

The bathroom fixtures, kitchen sink, and fireplace will be made from clay and enameled, which will mean an excursion to the pottery in Lincoln, which is twenty-six miles from school. It will be made on Saturday.

As I said before, it is an unfinished project but it has been very interesting, not alone at school but in our community.

The flagpole was added and the flag raised for the first time with a ceremony on Washington's birthday.

As I read this over it seems but a mere outline of motives—so much more has been taught and learned than can be recorded.

PROBLEMS OF THE CLASSROOM TEACHER

By Belle Dickson, *Arcata, California*

Teaching, in common with every other business or profession, has its own peculiar problems—many of them, both personal and professional. Sometimes it seems to the conscientious teacher as if there are *too* many for any one person to solve, and she longs to step aside and leave her difficulties to some one else. But this is the familiar "four o'clock feeling" and the result of mental weariness, which brings us to our first common problem—that of the *recreation of the teacher.*

If the teacher were ever expected to work from eight o'clock in the morning until five-thirty or six and then rush home to dinner, carrying a bundle of papers under her arm, that day is past. School boards are not paying for twelve or sixteen hours of the teacher's time and neither desire nor expect that amount of service. I once taught in a building in which a note was sent around one afternoon at four-thirty. It said: "Ladies, why are you in your rooms at this hour of the day? Please leave at once. You are interfering with the work of the custodian!"

Although a few husky individuals may escape the "four-o'clock weariness," even these will do more effective work the next day if they will leave the classroom at four, or soon after, to engage in some interesting avocation or exercise, preferably in the open air.

While a certain standard of scholarship is desirable and even essential, success in teaching is often influenced far more by such social traits as tact and adaptability—in other words, social intelligence. Fortunately, some of the most valuable forms of recreation provide opportunities for social intercourse where these qualities may be unconsciously developed.

The form of recreation will of course vary, according to the part of the country and again according to the season of the year. But recreation of one sort or another, the wise teacher may and should have. For many it will be walking. Other types of worth-while exercise are swimming, horseback riding, skating, and rowing. Gardening may be enjoyed by some, or chicken raising. Teachers need to cultivate the play spirit; as an investment, it will pay.

After a reasonable amount of wholesome recreation, followed by a good night's sleep, the difficulties of the day before no longer appear so gigantic as to color the teacher's entire outlook on life. What has happened is that she is able to view the situation more nearly in the right perspective. In this frame of mind she accepts each problem as a personal challenge and is filled with confidence and a determination to solve it.

Now for our professional problems. These differ somewhat, depending not only upon the community in which we work, but also upon whether we are teaching a primary class or an upper grade, or are conducting a rural school.

Talk to any primary teacher and she will tell you of the hours spent in printing charts (and even then, unless you have had the actual experience you won't realize the amount of preparation required), of the time spent in searching for pictures and other illustrative material, and should she teach phonics, and where will she find suggestions for new seat work?

On the other hand, the teaching of grammar grade pupils presents such difficulties as persuading the adolescent boy and girl that books may be quite as entertaining as the opposite sex.

Then there are those problems which appear to be with us

always, from the first grade through the eighth. Indeed, they are found likewise in the high school and college. The two which we will consider briefly are those of *individual differences* and *motivation.*

In order to fulfill our obligations as teachers, to help the children entrusted to our care, make their lives more worth while, we must realize the vast differences existing between even members of the same age in our own little group. It is a false idea of democracy that all people, either children or adults, are essentially alike. Democracy merely implies the freedom and right of each individual to develop his own special talents.

That this has not been done more often in the past is chiefly because of the difficulties involved in handling a large number individually. This problem has been at least partially solved at the University of Chicago elementary school by the method in which each pupil is observed and studied and the requirements for promotion, other than those of scholarship. This entails much labor on the part of the teacher but, as a result, each child stands out in her mind as a distinctive individual, totally unlike every other member of the group.

In most progressive schools mental tests are now given. Often, however, this first step is also the last. In other words, no remedial work is undertaken.

Those of superior ability suffer most under the inflexible program of many schools of today. In dealing with this type of child, two courses are open. Either he may be given one or more extra promotions, or the teacher may construct for his benefit an "enriched" curriculum. Such a child may be granted special library privileges. Extra work may and should be assigned to him. He will gain valuable social training if frequently called upon to help those slower than himself.

It is possible to teach for years without coming in contact with a genius, but no one is long in charge of a classroom without meeting children who must constantly struggle to keep up with the rest. Hence, the need for a multiple assignment: maximum, average, and minimum. Of course this presupposes the division of the class into *three* groups for study purposes and requires a greater amount of thought and careful planning, but the results obtained will more than compensate the teacher for the additional labor.

Of equal importance is motivation, for whether it be a class in beginning reading or one in senior Latin, the results will depend largely upon the skill and ability of the teacher to motivate her lesson. The teacher, who either through travel or wide reading has acquired a breadth of vision, should handle her class work more effectively for she will have a wide background of experience from which to draw.

In conclusion, we find teachers everywhere facing the two kinds of problems—personal and professional—and of the two, the first is of greater importance, particularly the teacher's health, for upon that depends to a great extent her ability to solve those professional problems which constantly arise—and hence, her success as a teacher.

MISS FRANCES MOONEY, the efficient principal of the Hawthorne School, San Francisco, retired recently as secretary of the San Francisco Teachers Association. Resolutions of appreciation were passed in her honor, but by neither publicity in print nor in resolutions can we express the debt due her for unselfish devotion to the cause of the San Francisco Teachers Association. The prestige of their association as a winner in many a hard-fought battle to maintain their supremacy and leadership was largely due to her effective work as secretary. Even those who were opposed to her recognized that she was always for a square deal and that she had the interest of the children at heart. The Hawthorne School under her efficient management has always been conspicuous for the fine teamwork of its teachers and for the well-trained and well-disciplined boys and girls.

A BOY is better unborn than untaught.—*Gascoigne.*

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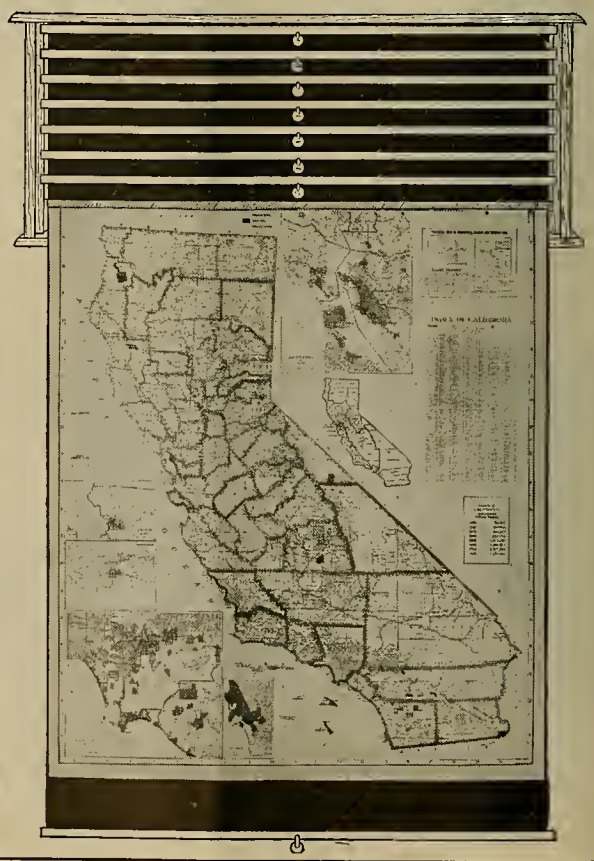

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The last of June saw Los Angeles hostess to the fifty-second annual meeting of the American Library Association and the opening of the summer sessions of Occidental College, the University of Southern California, and the University of California at Los Angeles.

At the American Library Association meeting some twenty-two hundred persons were in attendance, over fifteen hundred of whom were from east of the Rockies. At the summer sessions at present writing there are between six and seven thousand in attendance.

Doctor Lester Burton Rogers, dean of the summer session at the University of Southern California, has been in charge of that session for the last ten years. His first session gave instruction to seven hundred students. This present session numbers in the four thousand class. The tremendous growth of the U. S. C. summer session has been due to presentation of excellent professional educational and cultural courses by Doctor Rogers and the faculty.

The University of Southern California at Los Angeles is having its first summer session on its new campus on the Westwood Hills. Ten minutes from the beaches has been its advertising slogan and many have registered for education and pleasure. The campus, with its lawns and flowers and newly planted shrubbery around the brick buildings, has the beginning of ultimately the largest university in Southern California.

Book exhibits are in order at both places. At U. S. C. they are located on the third floor of the administration building. At the University of California at Los Angeles, four rooms were assigned on the first floor of the education building. This location for book exhibits is the best in the state, as the education building is the meeting place of many classes and the exhibits are in clear view.

Bookmen exhibiting in Southern California at the various summer sessions are: Allyn and Bacon, A. H. Morosco; Bobbs-Merrill Company, John Whitsell; Ginn & Co., Harry A. Linscott, E. F. Burrill; The Gregg Publishing Company, Mr. King; D. C. Heath Company, E. W. Harvey; Henry Holt & Co., F. B. Reed; Iroquois Publishing Company, H. E. Black; Houghton Mifflin Company, R. H. Loomis; Little, Brown & Co., Rudolph Fjelstedt; The Macmillan Company, C. E. Cave, Walter M. Mason; Rand McNally & Co., Ralph T. Works; Benj. H. Sanborn Co., C. W. Roadman; Scott, Foresman & Co., Charles F. Scott; Silver, Burdett & Co., John S. Osborne; South-Western Publishing Company; World Book Company, Fred G. Secrest; Harr Wagner Publishing Company, W. M. Culp; The Wyle Company, Bernard J. Wyle; The Jones Book Store.

A. H. Morosco of Allyn and Bacon traveled this summer in Central America.

The exhibits at the American Library Association meeting held in the Biltmore Hotel, Los Angeles, were most extensive. They were displayed on three floor levels running down the rampways to the Sala de Oro. Books, library devices, globes, magazines, encyclopedias, library service exhibits, county library and school library exhibits, library furniture, were all in view.

The New York *Times* booth was in charge of Miss Margaret C. Miller from the periodical library of Teachers College, Columbia, New York.

Among the forty-five exhibitors were the Milton Bradley Company, F. E. Compton & Co., Little, Brown & Co., The Macmillan Company, Rand McNally & Co., Albert Whitman & Co., John C. Winston Company, The Wyle Company, The Harr Wagner Publishing Company.

The Albert Whitman Company in charge of Mr. Albert Whitman had one of the most attractive displays of children's books in the entire exhibit. The Harr Wagner Publishing Company of San Francisco has just been appointed Pacific Coast agent for the Albert Whitman Company.

At the Wyle exhibit a display of linoleum block prints by H. H. Hall created much favorable comment. Mr. Hall is representative of Milton Bradley & Co. Among the delightful prints were those titled "Eucalyptus Trees," "San Francisco Peaks," "Mirror Lake, Washington," "Gloucester Boats," "Mexican Farmer," "The Lily Pond," "Superstition," a drawing from Nogales.

Harry A. Skinner has been appointed rural supervisor of schools of Santa Barbara County by A. S. Pope, County Superintendent. Mr. Skinner for the past six years has been supervisor of attendance under Horace C. Coe of Imperial County. Previous to that he was principal of the Niland Grammar School for three years.

The Los Angeles County Library under Miss Helen E. Vogleson has become the largest county library in the world. As such it was the center of intense interest of the visiting librarians at the fifty-second annual meeting of the American Library Association. The handling of 350,000 books through 160 branches in an area of forty-one hundred square miles by truck and mail car, the clerical end of the job, the physical side of the proposition, and the educational and cultural endeavors were all of interest. Among the visitors to the Los Angeles County Library were those from Knoxville (Tenn.), St. Paul, Bulgaria, Portland, Seattle, Fort Worth, Meadville (Pa.), Larchmont (N. Y.), El Paso, Little Rock, Yakima, Pendleton, Pocatello, Hampton (Va.), Rochester (Minn.), Okmulgee (Okla.), Detroit, Minneapolis, San Antonio, Hibbing (Minn.), Madison (Wis.), Walla Walla, London, etc.

The Los Angeles County Library school department in charge of Miss Irene Moulton under whose direction 38 per cent of the school children of the Los Angeles County schools are serviced with books was the center of attraction to those who have already established school branches and to those who are contemplating such service. Besides giving an explanation of the workings of the department by Miss Moulton and her assistants, there was on demonstration examples of the work carried on in the Los Angeles County schools. The Inglewood schools had several socialized projects on display. One was the construction of a house, which had been built in miniature, and in connection with which everything in detail had been worked out in the shops, arithmetic, reading, spelling, domestic science, and geography classes. Another was a display of puppets of early California history, another that of dolls of the Highland school, Inglewood, each doll representing a nationality and a class project. The showing of Indian heads made of dried apples from the Fairview school, Inglewood, was most realistic. The 6-A class of the Fairview Heights school under the direction of the art teacher, Mrs. Erickson, showed the Nile Gallery—a map of the Nile Valley in the center and drawings of that region bordering the map. The Sierra Madre second grade had a socialized booklet on community life titled "Our Town."

(Continued on page 10.)

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

HONORABLE VIERLING KERSEY has no opposition for nomination for the office of Superintendent of Public Instruction. Why? Because he has, in the language of the street, "made good." His personality, his efficiency, and his devotion to the job have made him many friends and no enemies.

IN THE EFFICIENT schools number of the *Journal of Education*, June 9, edited by Doctor A. E. Winship, City Superintendent W. R. Hepner of San Diego has an interesting article on "San Diego Considers the Child."

DOCTOR HENRY SUZZALO will succeed Doctor N. T. Prichett as head of the Carnegie Foundation for the Advancement of Teaching. Doctor Suzzalo has climbed the educational ladder with but few backward steps. From a district school in Santa Clara County to the head of the most important educational foundation in the world is some climb. Our first contact with Doctor Suzzalo was when, as a young teacher, the Santa Clara County Board of Education attempted to discipline him for some trouble in his school; then, at his almost maiden speech before the School Masters Club in Los Angeles; then, as a member of Doctor Burk's great faculty at the San Francisco State Teachers College; and later as an author and a builder of the great university in Washington. He deserves the great success that has come to him. Doctor Suzzalo's administration on account of his close contact with elementary and secondary education will be watched with great interest by the colleges and universities.

THE LEAGUE OF WESTERN WRITERS. Ethel Cotten, president, has called a convention to meet at Hotel Claremont, Berkeley, Oct. 15 to 20. It will be an interesting convention and one of the most important, from the standpoint of the literary West and its contributions to the publicity of our mountains, sea, people, and social environment. Had Homer not sung of Ulysses, had Schiller not told, in verse, of William Tell, Greece and Switzerland would not have their tremendous appeal. Arthur Chamberlain of the *Overland Monthly* was president of the league when the convention was held in San Francisco in 1929, which was a very great success.

MODERN SCHOOL BOOKS

MODERN SCHOOL BOOKS are the inspiration of modern education. They are the enduring spirit of the school. They are the culmination of a wide range of talent, science, and art.

The making of modern school books is one of the greatest responsibilities of the present day.

The message of a textbook must be as clear toned as a perfect radio message. The intrusion of an out-of-date fact or spirit is as much of a calamity as a buzzing, screaming static on the radio.

An out-of-date citizen, be he political or professional, can no more make, or select, a textbook for a modern school than a village blacksmith can take the static out of a radio.

Modern school books must be of wave lengths adaptable to children of three, six, nine, or twelve years of age.

Pupils learn from textbooks only when the message has a clear, attractive tone. The static interference of an out-of-tone author of a textbook is an educational tragedy.

No author can make a book on any subject unless the publisher has editors skillful in adaptation of every paragraph to the mental, social, industrial amplifier of the children who are to learn through its use.

No author can make a textbook for the advantage of pupils of three, six, nine, or twelve years safely or wisely unless its facts and spirit are adapted to the wave lengths for the amplifiers of children who are to learn therefrom.

The manufacture of school books to save less than five cents a day from the precious intellectual inspiration that comes into a child's life through school books should be regarded as a traitorous sale of human souls.—*Doctor A. E. Winship, "Journal of Education."*

INTEREST IN THE PROGRESSIVE SCHOOL

By VAUGHN MACCAUGHEY

"THE THING WE LONG FOR, that we are, for one transcendent moment," wrote James Russell Lowell in "Longing." So loquacious have been the educational essayists on the perennial subject of "interest" and "motivation," that one hesitates to add even a small and humble word to the already available voluminous materials.

Interest as the motive of all work, play, and study, is so basic a principle, in the program of progressive education, however, that one would be remiss to overlook it in a presentation of modern school methods.

A California elementary teacher in a rural three-room school was talking to her class (fourth grade) on the virtue of patience. To demonstrate her lesson, she displayed a picture which showed a boy angling.

"Even our pleasures," she admonished, "require patience. See the boy fishing; he must wait, and wait, and wait!"

After a pause for the contemplation of the picture, she asked, "And now, Manuel, tell us what we need most when we go fishing?"

Manuel rose triumphantly (his fishing skill was known) and announced "*Bait!*"

Modern education believes in much patience, but it also employs an abundance of "bait," of the right kind and aptly used. It is significant that the first men chosen by the greatest of all teachers to be his associates and apostles were plain fishermen.

Interest is constantly utilized, as an efficient motivating power, in three major ways:

First, by many real contacts, direct and indirect, between the pupils on the one hand and the world and its activities on the other. The modern school has a spirit radically different from that of the cloister of academic mediævalism. In those times men and women sought escape from the brutal realities of a prostrate jungle world. Today field excursions, projects, collections, visits to local industrial establishments, visual materials of every kind, and the vital relating of the school to the local community—all these multiply the happy contacts whereby interest is aroused and used. The school is not gelded nor apart from life. As John Dewey has so clearly shown, the school *is* life.

Interest is fostered, secondly, by the actual application of knowledge gained. Knowledge in a modern school is not dehydrated, nor a cold-storage product, but is something vital. It has many and obvious relations to the daily life of work and play. Shall Nancy and Patricia make costumes for their fairy dance? Very well, what is the best way to do so? Shall Horace and Hamilton plant tulip bulbs in their school garden? When and how shall this be done, to best assure their blossoms?

The old partitions, that tightly and effectually pigeonholed the dispartite subjects of the curriculum, are torn out and

thrown onto the rubbish heap. All of the "subjects" and "branches" are closely and organically correlated to meet the needs of actual life conditions. "No subject has any fixed inherent value" declared Doctor Alexis Lange, years ago. "Educational values are created through the interaction between teacher and pupil."

Professor Edwin H. Reeder of Teachers College, Columbia University, recently has stated (in an excellent paper, "Discard the Traditional Subjects," Teachers College Record) that "modern education is strenuously opposed to the study of disconnected, unintegrated facts and ideas, and is in favor of larger units of subject matter. But to conclude that all subject matter boundaries should therefore be discarded is fraught at the present time with several serious dangers for the average school. Such dangers may be largely obviated, while most of the advantages of a unit-of-experience method may be gained, if we adopt a policy of teaching a given school subject in large units, drawing on the material of other subjects as may be necessary, and rearranging our curriculum to admit of greater correspondence of topics in the separate subjects."

Does Matilda need a history notebook? It is handmade, with excellent craftsmanship and artistic embellishment, by the girl herself. A natural and spontaneous correlation is thus effected among all school activities and studies.

In the modern school, the phraseology of "extra-curricular" activity is rapidly passing into obsolescence. The entire program is educative and is correlated sanely and happily. We suspect that the "extra-curricular," in a host of instances, is more educative than the "curriculum." To quote the breezy Oregonian motto *Alis volat propriis,* she flies with her own wings. Interest is self-propulsive.

Interest is maintained, thirdly, through the abiding consciousness of achievement. All lessons and tasks are carefully graded to the actual abilities of the pupils. The teacher is no longer an angry deity demanding divine accomplishment from mortal clay, and forever scolding the frailties of childhood.

Success is the best way to teach success. Unhealthful is the spirit of defeatism and failure. "The only competition worthy a wise man is with himself" declared Mrs. Jamison, in "Memoirs and Essays." What sins have been committed in the name of pedagogy by overzealous or bigoted teachers, who constantly have plied their shrinking pupils with the knotted lash of failure—failure—failure! What pitiable blindness was this!

In progressive education the emphasis is always upon construction, upon achievement, upon the joys of doing the task. Morale is high, the spirit is eager and happy. There is a light in the eye and a smile on the face not found where still linger the lock step and treadmill methods of yesterday.

The root meaning of "interest" carries the idea of a right, title, share, or participation in a thing. In the old education, the pupil was presumed to be interested in grammar, arithmetic, or history, not for present use, but for some vague later use in remote adult life. In the new education, interest is based upon happy and purposive use now and for life today.

E. B. Shoesmith, District Superintendent of the Tracy Grammar Schools, was successful in a campaign for the raising of the district maintenance tax from thirty cents to sixty cents. The measure was passed by a vote of four to one. Mr. Shoesmith has been carrying on in his first year at Tracy a very progressive school program, in spite of the fact that very limited resources were available due to the tax ruling of last year.

The Jones Bookstore announces its new location at 734 West Seventh street, Los Angeles. This store carries a large stock of school supplies, supplementary readers, reference books, etc. Mrs. Maynard and those associated with her have always given splendid service. The Jones Bookstore has the reputation of being one of the most complete bookstores in California.

David Rhys Jones has written an interesting account of the Oregon–California trail with careful attention to detail. Mr. Jones is one of the outstanding rural supervisors of California and is specializing on local history projects.

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"SUBWAY EXPRESS" AT COLUMBIA THEATER

"SUBWAY EXPRESS," one of the pronounced successes of the New York stage, is the attraction beginning July 21 at the Columbia Theater. The entire action takes place in a moving subway train, an exact duplicate of a New York subway car. This car takes up the entire stage, is built on a moving platform and is in continual motion.

"Subway Express" is by Eva Kay Flint and Martha Madison, who spent many weeks riding underground in New York to get local color for their play, which ran for eight months in the eastern metropolis.

In the cast presenting this stage thriller are some fifty players, including among the principals Lillian Rich, Leo Curley, Edgar Reeves, Hugh Kidder, Fred H. Hargrave, Richard Curtis, Margaret Armstrong, Dorothy Bay, William Humphrey, Bertha Blackman, Harry E. Willard, Ralph Simone and Olive Edison.

JOTTINGS OF A TRAVELING BOOKMAN

(Continued from page 7.)

C. L. GEER, Superintendent of the Coalinga schools, makes graduation time a home affair. At that time the prizes that have been won during the year are presented. The speakers are those of the school who have won the privilege of being on the program. Mr. Geer believes that every boy and girl in his system should have an opportunity to grow. For this reason two silver cups are given for all around development—one for a boy and another for a girl in the senior class. The juniors and sophomores receive gold medals for all around development. There are six gold medals given for scholarship. There is also an American Legion medal award for school citizenship besides that of a medal award for the constitution essay, Lincoln essay, etc.

W. H. ORION, director of playgrounds and supervisor of physical education of Santa Barbara schools is employed both by the city schools and the Santa Barbara Playground Commission. The entire physical education program of Santa Barbara, both school and city, is thus in the hands of one authority. School teachers are employed after school and during summer vacations for playground work. In this way there is a coordination of physical education and recreational play under school supervision.

COALINGA, CAL., lies in the greatest fossil area in the world. C. L. Geer, Superintendent of the Coalinga schools believes in emphasizing the importance of the Coalinga region. This summer will be constructed a fireproof museum in which will be housed the many wonderful fossils found in the Coalinga and Kettleman Hills districts. The "Petrola," the Coalinga High School annual, which was most artistically printed in the high school's own printshop, carries out the theme of the geologic ages through which the Coalinga area passed.

THIS SUMMER at the end of the school term the teachers and superintendents of the Riverside County schools presented a life membership in the N. E. A. to County Superintendent Ezra E. Smith. Ira C. Landis, Superintendent of the Riverside City Schools, made the presentation to Mr. Smith in behalf of the county teachers.

THE RIVERSIDE city schools under Superintendent Ira C. Landis have had the least turnover of teachers in years. Only twelve vacancies in 310 positions was the record. The Riverside High School graduated 310 students this year, the largest number in the history of the institution.

THE COALINGA HIGH SCHOOL graduated its largest class this year in which the boys outnumbered the girls. There were thirty boys and twenty-four girls graduated.

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

American Library Association Holds National Conference

The fifty-second annual meeting of the American Library Association convened in the Los Angeles Biltmore, Los Angeles, June 23–28, 1930. A few librarians from foreign countries and over two thousand librarians representing all sections of the United States had their diverse interests gratified by an excellent program covering four general sessions and forty section meetings. The California library system as a whole was given most generous recognition by those in charge of the program. The meetings were largely concentrated within the beautiful hotel, the Los Angeles Biltmore, and the Los Angeles Public Library, which is across the street from the hotel.

Los Angeles fully justified its reputation for hospitality and its ability to handle national conventions with absolute ease. Local committees, the chamber of commerce, and the hotel management had worked out every detail so perfectly that the visiting librarians were unaware of the arduous work of their hosts because of the smoothness with which all meetings and trips were conducted.

As the meetings progressed, a galaxy of librarians from outside California representing American Library Association headquarters and libraries of note throughout the country became realities rather than names to hundreds of delegates who seldom have the opportunity to attend a national convention.

At the first general session, the address of welcome by Orra E. Monnette, president, board of library trustees, Los Angeles Public Library, was so original, sparkling, and cordial that it met with a most enthusiastic response from the audience.

The fine, clear-cut president's address by Andrew Keogh, librarian, Yale University Library, on "Scholarship in Library Work" was an auspicious beginning for the week.

The second general session was devoted entirely to "The Library Movement in California." Preceding the program, John C. Porter, Mayor of Los Angeles, made the delegates feel doubly welcome by his hearty invitation to enjoy to the fullest extent the city and its environs.

The program included the topics: County libraries, public libraries, college libraries, school libraries, and the Huntington Library. Milton J. Ferguson, librarian, California State Library, portrayed the county library system most comprehensively. He said California had not originated the county library idea but it had put the idea to work. He pointed out as indispensable features of a county library, adequate support, certificated librarians, and library branches in rural communities to make books always available to the people.

Miss Althea Warren, first assistant librarian, Los Angeles Public Library, in an inimitable manner presented the subject of public libraries from the standpoint of an old-time hostess entertaining her guests by showing the pictures of all the relatives in the family album. Information and statistics concerning the eleven largest public libraries in California were so dressed-up, sugar-coated, and otherwise made palatable that the audience clamored for more as the last leaf of the imaginary family album was turned.

Nathan Van Patten, director Stanford University Library, contrasted the university libraries serving a select clientele, with its policy determined by the institution, with the public libraries serving all types of people with all classes of books. He sketched the history of the Bancroft Library, University of California, and the Hoover Collection of World War Material at Stanford University. Many interesting facts were given concerning the Lane Medical Library of Stanford University, the Stanford Press, and items concerning smaller college libraries.

Ella S. Morgan, librarian, Lincoln High School Library, Los Angeles, presented an imaginary moving picture of school libraries, showing the old type and the new. The picture of high and elementary school-library service in the city of Los Angeles was portrayed as worthy of emulation. Close to one million books were circulated through the classrooms of the elementary schools of Los Angeles city during the year. Max Farrand, director of research, the Huntington Library, designated the Huntington Library as a library of libraries; a collection of collections. There are over one hundred collections in the library. One of these cost a million dollars. When Henry P. Huntington wished a collection, cost was the last consideration. He had the reputation of being the greatest collector ever known of rare books, first editions, and manuscripts.

At the third general session, Robert G. Sproul, president of the University of California, in a perfectly organized speech sans paper or notes presented the subject, "The Place of the Library in Higher Education." His intimate knowledge of library affairs and grasp of the significance of libraries delighted the large audience.

Levering Tyson, field representative, American Association for Adult Education, New York City, had as his subject, "Two New Aspects of Adult Education—Alumni and Radio Education."

Frederic G. Melcher of the *Publishers Weekly* originated the idea at the American Library Association Conference in 1921 to give new impetus to the writing of children's books by awarding a medal at the annual meeting of the American Library Association to the author of the most distinguished book for children published during the preceding calendar year. He also suggested that it be called the "John Newbery Medal" in honor of John Newbery, apothecary, printer, and bookseller of St. Paul's Churchyard, who in the eighteenth century gave children the books which met their own interests.

At the last general session of the American Library Association at Los Angeles Miss Effie L. Power, director of work with children, public library, Cleveland, Ohio, presented the John Newbery Medal to Rachel Field, author of "Hitty—Her First Hundred Years." In Miss Field's response she told of "Hitty," the little early American wooden doll six and one-half inches high, who has had this book written about her. She was discovered in an antique shop by Miss Field and Miss Dorothy P. Lathrop, the illustrator of the book. They purchased her jointly and then on an island off the coast of Maine the two owners planned her century of adventures.

The two speakers on the final program of the last general session were Ralph Munn, director, Carnegie Library, Pittsburgh, Pa., and Everett Dean Martin, director, The Peoples Institute, New York City.

Mr. Munn gave a practical exposition of the social significance of library work with children. Mr. Martin's address on the library as an agency of civilization was much wider in scope than the assigned subject. He declared "Modern 'civilization' has merely clothed and mechanized the barbarian. Libraries and other educational institutions must help create a civilization which has never yet existed."

Before closing, the committee on elections declared Mr. Adam Strohm, librarian, Detroit Public Library, elected president of the American Library Association for the ensuing year. He was received with enthusiasm by the audience and cordially welcomed by the retiring president, Mr. Andrew Keogh, librarian, Yale University.

In his final speech, Mr. Keogh mentioned Miss Margaret Demchevsky, the only trained librarian in Bulgaria, as "our most distinguished foreign visitor." Miss Demchevsky, while visiting the libraries of the United States, came to California to study the county library system and remained to attend the meeting the American Library Association.

Among the numerous section meetings the school libraries' section held a prominent place. The meeting of elementary school librarians with Miss Jasmine Britton, librarian, Los Angeles City school libraries, presiding, brought forth many practical ideas.

Book lovers were thrilled by the address of B. H. Lehman, university professor, author, and lecturer, of University of California, Berkeley. He chose for his subject at the lending section, "The Good Reader and the Good Book." When a book affects a person's whole being as the sight of El Capitan, Yosemite Valley, affects the entire being of a nature lover, it is in his opinion a good book for that person.

Miss Sarah E. McCardle, chairman, county libraries section, American Library Association, and librarian, Fresno County Free Library, presided most graciously at two forenoon meetings. Miss J. Elizabeth Olson, Umatilla County Library, Oregon, acted as secretary.

"What Californians Mean by a County Library," by Mrs. Julia G. Babcock, librarian, Kern County Free Library, and president of the California Library Association, was a masterly presentation of the subject.

Mrs. Beatrice Sawyer Rossell, publicity assistant, American Library Association, gave a most interesting talk on "Service Through Advertising."

At the second session, five-minute talks on "Some High Lights in County Library Service" were most vividly given by delegates from Arizona, British Columbia, Hawaii, Louisiana, New Jersey, South Carolina, and Wisconsin.

The visiting county librarians and California county librarians made a most favorable impression as they were lined up before the audience and introduced by Miss McCardle. Many quick-witted responses produced much merriment.

"Visualizing County Library Work," by

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Eleanor Hitt, librarian, San Diego County Free Library, was such a fine coördination of a talk with accompanying slides that the audience could not fail to see the county library system in its entirety. The system as portrayed by Mrs. Babcock the previous day, as well as by Miss Hitt, passed before the eyes of the spectators. A county library map of California and views of the State Library were followed by a series of slides of county library headquarters, community branches, school branches, types of people served, methods of book transportation, views of valleys, mountains, and deserts traversed by county librarians, and the county library sign pointing the way to county library branches with books for everybody in every habitable place.

The county libraries of California were given still further publicity by four half-day trips to branches of the Los Angeles County Library. These trips were planned by Miss Helen Vogleson, librarian, Los Angeles County Library, and made possible through the courtesy of the Los Angeles County Board of Supervisors and the Chamber of Commerce. These trips showed branches in the citrus belt, San Fernando Valley, Hermosa Beach, and industrial section, and covered altogether 233 miles.

In addition, the California county librarians, with Miss Bessie B. Silverthorn, librarian, Stanislaus County Free Library, as chairman, maintained a booth as headquarters for all interested in county libraries. County library fans showing the county library sign on one side and a county library map of California on the other with library information were distributed to delegates.

Across from the California county library booth was a colorful Hawaiian county library exhibit installed by Mrs. Laura Robson Sutherland of Honolulu, delegate sent by the Hawaiian Library Association. Mrs. Sutherland was formerly librarian of Glenn and Trinity county libraries.

At a joint meeting of the National Association of State Librarians and the League of Library Commissions, Milton J. Ferguson gave a cordial address of welcome and Henry E. Dunnack, librarian, Maine State Library, responded most happily.

The far-reaching work of the California State Library through its reference, California law, documents, prints, and organizing departments, and Sutro Branch with subsidiary departments furthering their work, was given so clearly by Miss Mabel R. Gillis that the address was received most enthusiastically by the audience.

At the second meeting of the League of Library Commissions, Milton J. Ferguson gave a very informative report from the Louisiana demonstration in establishing county libraries which has been sponsored by the league the last five years under the direct leadership of Miss Essae M. Culver, assisted by Miss Mary Harris, former California librarians.

The California Library Association meeting held jointly with the American Library Association had one business session with Mrs. Julia G. Babcock, librarian, Kern County Free Library, and president, California Library Association, presiding. Miss Mary Barmby, librarian, Alameda County Free Library, was elected president for the ensuing year. She was given an ovation when she appeared on the platform. Mr. Willis Kerr, librarian, Pomona College Library, was elected vice president. Miss Hazel Gibson, head of the school department of the Sacramento County Library, who has served so efficiently as secretary–treasurer of the California Library Association for eight years, was reëlected.

During the session, a feeling farewell was spoken by Milton J. Ferguson, state librarian, who has been appointed librarian of the Brooklyn Public Library. As the time approaches for Mr. Ferguson to sever ties covering a period of thirteen years as state librarian, his many friends feel his going most keenly.

Before the close of the session Mr. Everett R. Perry, librarian, Los Angeles Public Library, read a letter from a committee of the California Library Association to Governor C. C. Young, setting forth many excellent professional reasons why the librarians of California desired him to appoint Miss Mabel R. Gillis state librarian to succeed Mr. Ferguson. Mr. Perry moved that the letter be sent to Governor Young from the California Library Association. When the president, Mrs. Julia G. Babcock, called for a second the entire large assemblage arose as one person and applauded most enthusiastically.

Many social functions were held and trips taken during the convention. A most enjoyable reception, the first evening, in the Los Angeles Public Library opened the week's festivities.

One of the first social affairs was the California county librarians' breakfast at the Women's Athletic Club on Tuesday. Mr. Milton J. Ferguson, state librarian, was invited to meet with them. This gathering afforded the county librarians the opportunity to express their affection for Mr. Ferguson, their appreciation of his services as state librarian, and to extend their good wishes for his future success in Brooklyn. As tangible evidence of their regard, Mrs. Alice G. Whitbeck, librarian, Contra Costa County Free Library, with happily chosen words presented him on behalf of the county librarians a four-volume set of Dante's Divine Comedy printed by John Henry Nash.

With much earnestness and enthusiasm the county librarians passed a resolution unanimously requesting Governor C. C. Young to appoint Miss Mabel R. Gillis state librarian.

Among the many dinners held was that of the school librarians at the Beverly Hills Hotel. It was attended by three hundred school librarians from all parts of the United States. Miss Rosa B. Cage, librarian, Riverside High School, and president, southern section, School Library Association, opened the meeting and introduced notable people who were guests. Miss Polly Hatch, president, northern section, School Library Association, spoke a few words of greeting. Miss Laura Grover Smith, librarian, Virgil Junior High School, Los Angeles, was in charge of the program.

Going back to 1850 and 1860, John Curtis of Bobbs, Merrill Company gave reminiscences of book publishers. He was followed by three writers: Richard Haliburton, Louis Bromfield, and J. V. Deuel.

Miss Mary E. Foy, the first librarian of the Los Angeles Public Library, was introduced. Miss Foy was elected librarian in June, 1880, when the Los Angeles Library was supported by subscriptions.

A dramatic reading depicting "Old Spanish Customs of California" was given by Mrs. Lucretia Del Valle Grady of Berkeley, who is a descendant of an early Spanish family. Her father, Senator R. F. Del Valle, was present.

The alumni of the former State Library School and the School of Librarianship, University of California, held their annual dinner at the Mary Louise Tea Room.

Miss Ruth L. Steinmetz, president of the Alumni Association, presided.

Doctor Frederick T. Blanchard, professor of English, University of California at Los Angeles, was the speaker of the evening.

Miss Edith Coulter, acting director, School of Librarianship, during Mr. Mitchell's European trip, gave a talk on the library school and its aims.

Miss Mary E. Fox, graduate of the second year course of the School of Librarianship and assistant, Fresno State Teachers College Library, told of the work of the second year and its benefits.

Miss Caroline Wenzel, assistant in the California Department, State Library, was nominated president of the association for the ensuing year.

Many other dinners, banquets, and trips will leave pleasant memories for years to come, but probably no other trip will leave such unforgettable impressions as the one to the Huntington Library and Art Gallery.

There was a universal expression of satisfaction with the American Library Association conference and with Los Angeles as host to the convention.

Leaving library affairs behind, the two thousand visitors took post-conference trips to Honolulu, Mexico, Yosemite, Lake Tahoe, and many points of interest in California and other states on their return trips to their homes.

RURAL SOCIAL SCIENCE, by Gustav A. Lundquist and Clyde B. Moore. Published by Ginn & Co. Price $1.72. This textbook in rural social science attacks the problem from every angle. It is replete with concrete information, but it also opens up many fields for research and discussion.

AN EXHIBITION HANDBOOK, assembled by Randall D. Warden, published by A. S. Barnes & Co., New York. Price $1.00. Special demonstrations illustrating features of the work in physical education in the Newark public schools.

MY VOCATIONAL GUIDE BOOK, by Rodgers and Belman, Milwaukee Vocational School. Bruce Publishing Company, Milwaukee, Wis. In "work-book" style, prepared to give suggestions and an orderly method for acquiring and preserving information on the vacation that has awakened the interest of the student.

CHEMISTRY FOR TODAY, by William McPherson, William E. Henderson, and George Winegar Fowler, is an attractive, up-to-date textbook on elementary chemistry. It sketches the history of the modern science since the days of alchemy, states its laws, and describes its many practical applications. Each chapter is followed by a summary, a list of questions based on the text, and a few questions for the clever student that require thought and reasoning on his part. There are many excellent diagrams and interesting illustrations showing the wide range of the uses of chemistry in the laboratory, in industry, and in daily life. The book is published by Ginn & Co., price $1.80.

WESTERN SCHOOL NEWS

The next convention of the N. E. A. Department of Superintendents will meet in Detroit, Mich., the latter part of February, 1931. The N. E. A. summer meeting will be held at Los Angeles the latter part of June and the first of July, 1931.

The California breakfast at the meeting of the N. E. A. at Columbus was attended by 216 people. Willard Givens of Oakland presided. A guest speaker was Doctor A. E. Winship, editor of the *Journal of Education.*

Mirriam D. Eisner of San Francisco was specially honored by election to the presidency of the Class Room Teachers Organization at Columbus, Ohio, July 3.

George I. Linn, who made such a fine record at Manteca, has accepted the principalship of the Woodlake High School, Tulare County.

E. R. Deering, District Superintendent of McCloud, goes to Dunsmuir next year. During his vacation he represented the Harr Wagner Publishing Company at Mount Shasta Summer School and visited various parts of the state in the interests of an Eastern map publisher. Mr. Deering is a graduate of Chico State Teachers College and is one of the outstanding educational leaders of the northern part of California.

David Rhys Jones, the well-known rural supervisor of Siskiyou County, has resigned. Mr. Jones made a special study of the geography and history of Siskiyou County and gave the children and teachers a project in social science that will prepare them for advanced work. Mr. Jones has a fine record of educational achievement as an author of arithmetics, as institute instructor, as a member of the faculty of the San Francisco State Teachers College, and as rural supervisor.

Oliver and Robert Hartzell are vacationing in the Hawaiian Islands. Oliver Hartzell, Superintendent of San Rafael, and Robert Hartzell, principal of the Red Bluff Union High School, are noted for conducting excellent school systems.

Superintendent Joseph Marr Gwinn was selected to make the nominating speech for Superintendent Sutton of Atlanta, Ga., for the presidency of the N. E. A. Mr. Sutton was elected.

Roy Cloud chaperoned 119 members of the N. E. A. from California to Columbus in special cars.

J. C. Hughes, City Superintendent of Schools, Sacramento, Cal., has been able to interpret the needs of his department and to lead in the acquiring of acreage for junior colleges, high schools, junior high schools, and elementary schools, so as to save taxpayers thousands of dollars. He has also placed the capital city in the front rank of educational cities by securing such men for assistant administrators as George S. Jensen, J. A. Overturf, Mr. Baisden, and retaining such outstanding educators as Mrs. Minnie O'Neil.

SENATOR SHORTRIDGE

Senator Samuel M. Shortridge was a member of the Committee on Finance of the Senate which prepared the bill for the consideration of that body, and later was one of the conferees who composed the differences between the House and the Senate. In such capacities he played an especially important part in framing the tariff act. During the year and a half while the tariff bill was pending in Congress, Senator Shortridge has been working continuously on the various phases of the legislation. Going to Washington in November, 1928, to attend the short session of Congress beginning the first Monday in December of that year, he has remained there continuously and without opportunity to return to California up to the present time. Although Congress was in adjournment during part of that period, the work on the tariff bill and the hearings before the Senate Finance Committee kept Senator Shortridge in Washington during the entire period of adjournment through a hot Washington summer.

The Senate Finance Committee made numerous rate changes of benefit to other important California producers. As a member of that committee, Senator Shortridge was assigned to the important subcommittee handling the rates on agricultural products and beverages in which schedules California was particularly interested.

No state has fared better than California in this act. California has never in its history been so well protected from the inundations of cheap foreign labor as it is by this act.

Eliot's "The Mill on the Floss," edited by Max Herzberg, with decorations by Yngve Edward Soderberg. Price 96 cents. Published by D. C. Heath & Co. A new edition of the English classics is being published by Heath—"Golden Key Series." In preparing this edition of a great novel, it has been the point of view of the editor that "The Mill on the Floss" cannot be properly understood without a fairly intimate knowledge of the great woman who wrote it and of the times in which she lived. "The Mill on the Floss" is, in large part, an autobiography of George Eliot and an expression of her deepest thoughts on life. To make this clear, a full account is given of George Eliot's literary and personal development and of the Victorian age.

One-Act Plays, by Clark and Cook. Price 96 cents. These plays are edited by the well-known writer on the theater, Barret H. Clark, and by Thomas R. Cook, English Master at the Bulkeley School, New London, Conn. All twelve of the plays are by Americans; all have been tried out in the classroom for actability; and they include the names of Eugene O'Neill, Paul Green, and Kenyon Nicholson, as well as lesser known dramatists.

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ABOUT BOOKS

THE MACMILLAN COMPANY has issued the "Work–Play Books," by Gates and Huber, under the following titles: The Primer, "Peter and Peggy"; price, sixty cents. First Reader, "Round the Year"; price, sixty-four cents. "Friendly Stories," a Second Reader; price, sixty-eight cents. These books are written by Arthur I. Gates of the Gates Word List, and Mirriam Blanton Huber. The illustrations are many and are about the average of the rather foolish pictures used in children's books. Just why children should be given the fanciful pictures in the broad effects of intrusive colors, we do not know. The books are well edited and will undoubtedly be extensively used.

READINGS IN COMMUNITY LIFE, by Howard C. Hill, assistant professor of the teaching of social science, College of Education, and head of the department of social science of the University High School, University of Chicago. 640 pages, illustrated. Price, $1.80. Published by Ginn & Co. The growing demand for concrete, dynamic materials to enrich the teaching of the social sciences should make this new book widely welcome. It contains a large collection of readings, carefully chosen to supplement the usual textbook work in civics and community life. The selections are of three main kinds—imaginative, informational, and interpretative.

THE SIGNIFICANCE OF PERSONALITY, by Richard M. Vaughan, professor of Christian theology, New Theological Institute. Published by the Macmillan Company, New York. Price, $2.50. This book presents in an understanding way, to people like ourselves, a world view in which personality has to do with our environment and in the ultimate reality which religion calls God. The book is well written, the sentences are clear, but sometimes ponderous. It is a typical book style of a theologian who has not come in close and intimate relations with the business world. The book belongs to a particular class and has its place, just as books on pedagogy have. The time has come, however, when books will be written on such subjects to cover all human experiences.

HOW TO WRITE A THESIS is the title of the book by Ward G. Reeder, Ohio State University, Columbus, Ohio. Published by the Public School Publishing Company, Bloomington, Ill. Price, $1.25, postpaid. The book will tell you: The nature of the thesis; how to select and plan your problem; how to make a bibliography; how to collect data; when to confer with instructors; how to organize and interpret your material; importance of good English; how to make citations and footnotes; how to prepare statistical tables; how to prepare illustrations; procedure on publication.

THE MILLINERY PROCESSES, by Carlotta M. Brown. Ginn & Co., publishers, Boston, Mass. Price, $1.60. This is a valuable textbook for students in modern hat-making. Send for a copy.

CHILDREN AT THE CROSSROADS, by Agnes E. Benedict. Price, $1.50, postpaid. The Commonwealth Fund Division of Publications, 41 East Fifty-seventh Street, New York. Nine narratives of children whose difficulties in school or home brought them to the attention of visiting teachers in rural communities, with chapters of interpretative discussion dealing with various conditions which appear as contributory factors in the problems of these children. "Children at the Crossroads" is based upon the carefully kept records of visiting teachers in three counties. These counties were three of thirty communities selected by the national committee on visiting teachers, sponsored by the commonwealth fund, for three-year demonstrations of visiting teacher work.

STATE PUBLICATION OF TEXTBOOKS IN CALIFORNIA, by Percy Roland Davis, Ed.D. Published by the California Society of Secondary Education, 2163 Center Street, Berkeley, Cal. Price, $1.00. 1930.

This is the first adequate study that has ever been made of the question of the state publication of textbooks in California. Most of the previous discussions of this subject, with the exception of those by Doctor Cubberley, have been hopelessly prejudiced and have been obvious propaganda intended to glorify or discredit the state publication of elementary school textbooks that has existed in California for more than forty years.

The publication of school textbooks as it has developed in California is one of the most interesting and one of the most peculiar of the educational problems in the state. In addition to being an educational problem, it is a unique case of the entrance of the state into a particularly complex and specialized business. Except in Kansas, it is unknown outside of California. Even in this state the problem is not understood by the general public. Even the elementary school administrators and principals who use the state-printed books are rarely familiar with the arguments for and against state publication.

Doctor Davis, the author of this study, is well qualified by training and experience to discuss the problem. He was formerly City Superintendent of Schools in San Bernardino and has been a teacher and a principal in several other schools in California. His investigation of this subject was made while he was a student in the graduate division of the University of California. It is thorough, impartial, and shows that he has exhausted every possible source of information.

The book gives the history and background of the problem, surveys all the educational implications of state publication, shows the effect of state publication on textbook development and educational welfare. In addition, it discusses the cost of books under state publication, the life of state-published books, methods of adoption, the use of supplementary books, the length of adoption periods, and similar topics.

In his study, Doctor Davis sought to answer these questions:

1. As compared with state purchase of textbooks, does state publication provide greater or less educational advantages to the schools?
2. As compared with state purchase of textbooks, is state publication more economical financially to the state?

His final conclusion is: "When all costs, direct and indirect, are included, the probabilities point to an actual loss rather than to the possibility of any financial gain to the state resulting from the state publication of textbooks; that the total cost of textbooks is relatively insignificant and that no more valuable educational agency per dollar invested is to be had; that, even were there a saving to be shown in the state printing of textbooks, the possibility of comparatively slight financial savings should not be permitted to curtail an ample, regular, and unrestricted supply to the schools of the best modern books produced; that the

policy of state printing operates in this state seriously to curtail such a supply of books and otherwise to retard educational progress; and that, for these reasons, state publication of textbooks in California cannot be defended upon either financial or educational grounds."

Doctor Davis should be congratulated on his skill in handling such a difficult controversial question so fairly and so adequately without reference to personalities and with an obvious desire to consider only the best interests of the schools of California. The California Society of Secondary Education has rendered a real service to the schools of the state in publishing this study. It should be in every school library and should be read by every teacher.

Drawing in Lead Pencil, by Frank M. Rines, published by Bridgman Pelham, New York. Price $2.50. Beautifully bound, with thirty-seven illustrations. A careful study of this book will, it is hoped, show how one artist has met and dealt with certain problems.

The Child's Key to Reading, Do and Learn Plan, a pre-primer course, by William H. Holmes and Leola D. Weed. Published by the F. A. Owen Publishing Company, Dansville, N.Y. "The Child's Key to Reading" is a course planned to solve the difficult problem of teaching little children to read with interest and with a feeling of individual power. It opens the way to any preferred system of reading. It emphasizes doing as the easy and natural way to learning.

Writing for print, revised by Harry Franklin Harrington and Evaline Harrington. Published by D. C. Heath & Co., New York. Price $1.36. In this text we have what we may call a true life situation in the conduct of a school newspaper. Its interest is intensely human and often very exciting since it is to be found in the experience of the young reporter, editors, and staff members of a real school newspaper. The book is intended to be used by a class in high school journalism. Pupils will derive from "Writing for Print" an increased understanding of the public press and a trained taste for a reading of the better types of newspapers.

There is no more pertinent subject for study at this time than practical economics. In "Civics and Industry" (McGraw–Hill Book Company, New York, price $2), the coauthors, DeWitt S. Morgan and Oka S. Flick, treat of the development of industry in this country, its relationship to government, and some of the factors that have produced the present industrial order. Simple and clear in style, impartial in viewpoint, this book is specially adapted for students in the higher grades. There are excellent photographic illustrations.

The Extra Curricular Library — "Commencement," by Gertrude Jones, A.M. Price $1. This volume desires to offer suggestions, plans, organization aids, program material, procedure, and bibliography. Published by A. S. Barnes & Co., New York.

John Dewey, the Man and His Philosophy, is the title of a volume issued by the Harvard University Press, Cambridge. It is a collection of addresses delivered, chiefly by representatives of universities with which Doctor Dewey has been actively connected, on the occasion of the celebration of his seventieth birthday anniversary. Doctor Dewey's response is included. The addresses treat especially of the constructive work and far-reaching influence of "America's greatest philosopher of education."

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CLARENCE RUTH

District Superintendent, Lompoc Union Grammar School. Candidate for Superintendency of Santa Barbara County Schools.

The decision of Arthur S. Pope, for the last eight years Superintendent of Santa Barbara County Schools, to not run for reëlection, but to devote his entire time to furthering the success of the Printa–Primer Company, has led to a field of four candidates for the county superintendency. Clarence Ruth, District Superintendent of the Lompoc Union Grammar School, has the support of Superintendent Pope for the position. Mrs. Muriel Edwards, formerly principal of the Santa Inez grammar school, and Samuel O. Welday and Melvin Bowman, two prominent Santa Barbara city elementary school principals, are the other candidates.

The Santa Barbara County schools during Mr. Pope's régime have been very outstanding in the new education movement. The individualizing of student work, the consolidation of school districts, the establishment of demonstration schools, have been forward steps.

During the last four years Mr. Ruth at Lompoc has aided greatly in this program by running a school of outstanding excellence. Two years ago, due to his efforts, a union school of three districts was established with no adverse vote.

Mr. Ruth is a graduate of the Chico State Teachers College. He is a man in the prime of life, of seven years' teaching experience. His understanding of school finances and his previous business knowledge gained in twelve years of association with the Western Pacific and Southern Pacific railroads have given him an ease in meeting the public and of understanding its side that his friends consider one of his best qualities.

Lompoc, one of the most famous valleys in the world, with its three to four thousand acres of sweet pea seed fields of the Anthony C. Zvolanek Company and the Burpee Seed Company, a blaze of color in June, is solidly behind Mr. Ruth's candidacy.

It is interesting to note that Superintendent Pope made his first success in Santa Barbara County, also in its northern section at Santa Maria, as principal of the Santa Maria high school.

Mr. Ruth's friends believe that the county superintendency should continue in the hands of a man thoroughly acquainted with county school problems.

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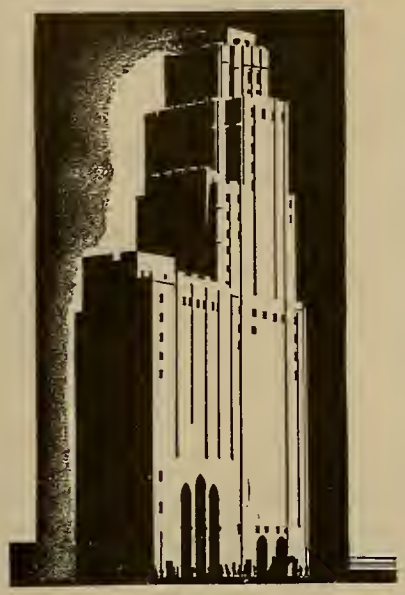

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This Issue Contains an Activity Program for California Admission Day
By Belle Dickson, State Teachers College, Arcata

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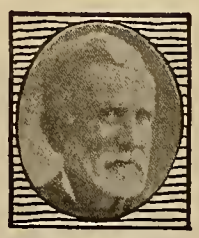

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WHEN YOU BUY SCHOOL BOOKS

You want to know the correct address of the publisher. The list below will be of help. Clip and file it where it is easily accessible when needed.

This list is of book publishers who advertised in the SIERRA EDUCATIONAL NEWS in 1929–30. Further details of their publications may be obtained by consulting their advertisements in that magazine.

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AN ACTIVITY PROGRAM FOR ADMISSION DAY

By BELLE L. DICKSON, *Humboldt State Teachers College*

IN MOST SCHOOLS in our country, the teacher is required to give some instruction in patriotism; and scattered through the year are a number of special days when love of country and devotion to one's country may well be emphasized.

Admission Day, September 9, offers a similar opportunity for cultivating a feeling of pride in California, our home state, and a sense of loyalty toward its laws. This opportunity the wise teacher will not neglect.

During the early part of September (or perhaps the entire month), much of the school work should be related to a study of the history of California. The child of today is apt to take things for granted; to accept conditions as they are. He needs to know and understand something of the suffering and hardships endured and the unflinching courage and determination shown by the early pioneers, in order to appreciate, somewhat, the advantages that are his today.

This understanding he will gain only in so far as he relives some of the actual experiences of pioneer life. Therefore, a flexible curriculum in which the interest is centered in the history of our great state is not only permissible but greatly to be desired.

The particular angle from which this study is approached will vary according to the age and ability of the pupils and should depend largely upon the immediate interests of the group. Of necessity, the plans suggested here must be rather general.

EIGHTY YEARS OF PROGRESS

[A pageant for all grades.]

CHARACTERS *(in order of appearance)*:

ANNOUNCER, pupil from fourth or fifth grade.
CALIFORNIA, gown of white cheesecloth, trimmed with gold tinsel; crown of gold.
UNCLE SAM, traditional costume.
ELDORADO and NEVADA COUNTIES, gold miners in old clothes, with pick and shovel.
HUMBOLDT, lumber jack, high boots.
RIVERSIDE, cap of orange crêpe paper.
FRESNO, small girl with basket of grapes or box of Sun Maid Raisins.
SAN JOAQUIN, boy with overalls, straw hat.
MARIN, Indian costume.
MARIPOSA, crêpe paper butterflies on light dress.
SAN DIEGO, small boy with pail and shovel.
TOURISTS, several pupils wearing wraps.
LOS ANGELES, bright yellow headdress to represent the sun.

PROPERTIES:

Large map showing counties of state. United Fruit Growers' pamphlet, "The Life of an Orange."
Victor record, 871.
"Columbus," by Joaquin Miller.
"Landscape," by William Keith.
Picture and account of Stone Mountain in "Right About Face in Education," by Samuels.
"Peter Pan," by Sir James Barrie.
Victor record, "Silent Night."
"Herbert Hoover," by Will Irwin.

MUSIC:

Victor record—Cadman.
Victor record—Schumann-Heink.
"California Lullaby" and "I Love You, California"—Sherman Clay, San Francisco.
"America, the Beautiful"—Community Song Book.
"Oh, We Are the Seven Dwarfs," from "Snow White."

Prologue

IN A SPEECH before the United States Senate, William H. Seward said, "California ought to be admitted at once!" He further referred to California as "The youthful queen of the Pacific, in robes of freedom, inlaid with gold," and said she was doubly welcome.

It is our purpose today to show that Seward was wholly justified in his desire to have California admitted to the Union. We will point out a few of the achievements of which every Californian may well be proud.

Part I. California's Industrial Progress

(California, at left center stage, seated on throne; some of her counties grouped about. Uncle Sam, seated at right.)

CALIFORNIA: On this, the eightieth anniversary of our Admission Day, we are in the midst of prosperity. During the past eighty years my counties have increased in number from twenty-seven to fifty-eight, and the increase in both wealth and population has been great.

UNCLE SAM *(rising and walking toward California)*:

California, in the name of all the states I meet you.
California, in the name of the Union I greet you.
In your fair land East meets the West,
Your sturdy sons rank with our best.
Queen of the Pacific Coast,
To you, now, we drink this toast:
"For you and me may this day be
A happy anniversary.
Each ninth of September,
May we e'er remember,
And may each county of your state
With much rejoicing celebrate
Queen California's birthday."

(Eldorado and Nevada Counties, the gold twins, step forward.)

ELDORADO *(gives brief talk about the discovery of gold and the part the precious metal has played in the development of the state).*

NEVADA *(referring to map, shows that while gold*

has been first in economic independence, other metals have also proved profitable to California).

HUMBOLDT *(talks, using map, on the value of our forests to man, and on the "Lullaby," by Rudy Sieger).*

RIVERSIDE *(gives movie of "The Biography of an Orange").*

FRESNO *(has guessing game, "Who Am I?").*

SAN JOAQUIN *(gives a farmer talk on some agricultural products of the central valley).*

MARIN, MARIPOSA, SAN DIEGO *(in concert):*

In north, in south, and in center of the state,
Scenic attractions have made us great;
We cater to tourists early and late.
Here come some tourists now!

(Group enters singing to tune, "Mobile Bay.")

We were driving along
The Redwood Highway,
Giant redwoods nodded in the moonlight,
We heard them say:
"Welcome all, to our midst,
Please don't go away—
In this Redwood Empire
We want you to stay."

TOURIST: As we journeyed from north to south through this scenic wonderland, everywhere we were made welcome. Southern California with its glorious sunshine and sandy beaches proved as interesting and alluring as did the giant forests of the North and the fertile valleys of the central part of the state.

SAN DIEGO *(gives talk on "California Beaches").*

MARIPOSA *(reads poem, "The Yosemite National Park," by Henry Van Dyke):*

God of the open air,
To Thee I make my prayer.
By the breadth of the blue that shines in silence o'er me,
By the length of the mountain lines that stretch before me,
Oh, how the sight of the things that are great enlarges the eyes!
Lead me out of the narrow life to the peace of the hills and the skies.

MARIN: The grandeur of Muir Woods may have inspired Mr. Rudy Sieger, one of San Francisco's musicians, to write "California Lullaby." I'll sing it for you.

LOS ANGELES: My offering is sunshine, warm and bright. It has been called California's greatest gift and it well deserves the name, for upon the warmth of its rays, all else depends. And now we are going to sing to you. Whether we hail from Northern or Southern or Eastern or Western California, we are equally loyal to our great state.

(Song, "I Love You, California," by all counties.)

UNCLE SAM: Counties of California, allow me to congratulate you upon the many priceless gifts you are able to contribute to your state.

CALIFORNIA: You have seen, Uncle Sam, the result of eighty years of steady growth and progress. But California's greatest wealth lies not in the material things of life, but in the noble character of her loyal sons and daughters, as you shall presently see.

Part II. Cultural Progress

(Fourteen children grouped about California.)

CALIFORNIA:

Although rich in lands and gold,
Greater wealth than this we hold.
Loyal citizens in song and story
Have added much to our state's glory.

FIRST PUPIL: I'll play for you "From the Land of the Sky Blue Water," by Charles Wakefield Cadman, a California musician. *(Plays Victor record, 871.)*

SECOND PUPIL: Joaquin Miller is one of the outstanding poets of our state. Among his best-known poems is "Columbus." *(Recites poem.)*

THIRD PUPIL: Although Bret Harte has written much about pioneer life in California, he was also at one time a schoolmaster in Humboldt County. *(Gives a short account of his work.)*

FOURTH PUPIL: A landscape painter of note was William Keith. Some of his paintings are hung in the art gallery of Stanford University.

FIFTH PUPIL: Jack London's "Call of the Wild" and Helen Hunt Jackson's "Ramona" brought fame to two of California's authors.

SIXTH PUPIL: Luther Burbank, the "Plant Wizard of Santa Rosa," by his marvelous achievements with fruits and vegetables has contributed largely to the agricultural wealth of the nation.

SEVENTH PUPIL *(showing picture of Stone Mountain):* Gutzon Borglum, the sculptor engaged in this great task, began his career in San Francisco.

EIGHTH PUPIL: Muir Woods, in Marin County, is a symbol of our esteem for the work of John Muir, the naturalist and lover of outdoor life.

NINTH PUPIL: In the field of drama we are represented by our beloved Maude Adams, familiar to us all in Peter Pan. *(Brief review of play.)*

TENTH PUPIL: Several opera singers have delighted us, but none more than Madame Schumann-Heink. *(Plays Victor record.)*

ELEVENTH PUPIL: One of California's many philanthropists was James Lick, San Francisco business man and founder of the Lick Observatory on Mount Hamilton.

TWELFTH PUPIL: David Starr Jordan is one of our greatest educators. We have read his "Story of the Salmon."

THIRTEENTH PUPIL: Hiram Johnson, twice elected governor of California and now United States Senator, is an example of a true reformer. He thinks for himself and is not influenced unduly by others.

FOURTEENTH PUPIL *(showing picture):* Herbert Hoover is California's first President, but he needn't be her last. *(Brief account of Hoover's work.)*

UNCLE SAM: California's record in citizenship is such that not only her Native Sons, but the entire

nation may well be proud. By their cultural, as well as their material accomplishments, the citizens of California have contributed to the welfare of us all.

(Children quietly stand.)

California: Before you stand California's hope for still greater achievements—her girls and boys growing up to be loyal citizens of California and of America.

(Song, "America, the Beautiful.")

References for Teacher and Pupils: "California's Story," by Bolton and Adams; "California History," by Harr Wagner and Mark Keppel; "Pacific History Stories," by Harr Wagner; "A History of California," by Cleland; "Pioneer Days in California," by Carr; "History of California," by Bandini; "Short History of California," by Hunt and Sanchez; "Geography Textbooks," by Fairbanks.

BUILDING A PIONEER'S HOUSE

[A unit of work for grades one to four.]

The interest will be keener if the suggestion to build a house comes from the pupils themselves. Perhaps the teacher may accomplish this by showing many pictures and providing stories of pioneer life; perhaps it will come as the result of a visit to some pioneer of the district. If not, she may suggest it, but unless the plan is greeted with enthusiasm and the pupils are eager to begin work, some other activity may prove of greater value. The various subjects of the curriculum may contribute to this activity as follows:

I. Health.
  1. Why the pioneers were strong men.
    a. Plain food (not too much sugar).
    b. Much outdoor exercise.
    c. Sleeping in fresh air.

II. Safety.
  1. In pioneer days.
    a. Understanding use of gun as protection from Indians and wild animals.
  2. Nowadays.
    a. Being careful on the highway.
    b. Looking both ways at railroad crossings.

III. Citizenship.
  1. Work of the pioneers.
    a. What the men did.
    b. What the women did.
    c. How the children helped.
  2. Work of citizens today.
    a. What our fathers do.
    b. What our mothers do.
    c. How we can help at home.
    d. How we can be good citizens at home, at school, at play.
    e. Need for observing all laws.

IV. Oral English.
  1. Planning each day's work.
  2. Discussing and criticizing work.
  3. Relating stories read.
  4. Making book reports.
  5. Telling original stories.
  6. Making up rhymes or jingles.
  7. Explaining our work to visitors.

V. Written English.
  1. Making a book of pioneer stories.
  2. Writing an invitation to parents.

VI. Vocabulary.
  1. Learning to use the following words:
    a. pioneer.
    b. courage.
    c. ammunition.
    d. hardships.
    e. territory.
    f. stage coach.
    g. placer mining.
    h. agriculture.

VII. Social Science.
  1. How the Indians lived.
  2. How the pioneer settlers of California worked and played.
  3. Story of the "Gold Rush."
  4. How life in 1930 differs from that in 1850.
  5. Leading industries in our state.
    a. Agriculture.
      (1) Grains.
      (2) Fruit growing.
      (3) Dairying.
    b. Mining.
    c. Lumbering.
    d. Fishing and hunting.
    e. Manufacturing.
    f. Commerce.

VIII. Nature.
  1. Wild flowers of our community.
  2. Tree neighbors.
    a. Uses of various trees.
    b. Conservation of forests.
  3. How to recognize poison oak.
  4. Remedy for poison oak.
  5. Recognition of song birds and game birds.

IX. Kindness to Animals.
  1. How the pioneer treated his horse.
  2. How we should treat our pets.
  3. The cruelty of the steel trap.

X. Numbers.
  1. Measuring logs for house.
  2. Counting number of windows, etc.
  3. Measuring material needed for curtains, covers, etc.

XI. Construction.
  1. Building log house.
    a. Sawing and nailing logs.
  2. Making box furniture.
    a. Table and chairs.
    b. Bed.
  3. Making window boxes.
  4. Making bows and arrows.

XII. Sewing.
  1. Making curtains of flour sacks.
  2. Making mattress and covers for bed.
  3. Making the "Bear Flag."
  4. Dressing dolls in pioneer costume.

XIII. Art.
  1. Designing stencil for curtains and spread.
  2. Cutting out and mounting pictures.
  3. Drawing and coloring pictures to illustrate.
    a. The development of transportation.
    b. The life of the pioneers.
  4. Modeling animals of clay.
  5. Making clay dishes.

XIV. Music.
  1. Songs of early days.
    a. "My Old Kentucky Home."
    b. "The Last Rose of Summer."
    c. "Oh, Susannah."
    d. "The Old Gray Mare."

XV. Physical Activity.
  1. Learning to shoot bow and arrow.
  2. Drilling for the militia.

XVI. Miscellaneous.
  1. Excursion to woods for branches.
  2. Making butter in glass jar.
  3. Laying white stones along path to our cabin.
  4. Setting out geranium slips in our window boxes.
  5. Cutting patterns for doll clothes.

This activity may be adapted to any grade or grades and the cabin constructed on a sand table. Better still, it may be built in the school yard and actually serve as a playhouse.

Some References for Teacher and Pupils: "Pacific History Stories," by Harr Wagner; "The Westward Movement," by Barstow; "Following the Frontier," by Nida; "A First Book in American History," by Beard and Bagley; "Indian Legends," by Bemister; "In Old California," by Fox; "How the Indians Lived," by Dearborn.

POVERTY FLAT RESTAURANT AND GENERAL STORE

[A unit of work for grades five to eight.]

CHILDREN OF ALL AGES enjoy playing store, and it was with this thought in mind that the following unit was planned:

I. Health.
  1. Planning of balanced menus.
  2. Scarcity of fresh fruits and vegetables in 1850.
  3. Value of refrigerators in caring for—
     a. Milk. c. Meats.
     b. Fruits. d. Other perishable foods.
  4. Need for cleanliness.
     a. Keeping foods covered.
     b. Getting rid of flies.

II. English.
  1. Dramatization, "Ben's Gold Mine."
     Scene: In restaurant at breakfast time.
     Characters: Tom, Mike, Charley, Ben.

III. Citizenship.
  1. Generosity of miners.
  2. Honesty.
  3. Need for thrift.

IV. Talks.
  1. Planning our restaurant.
  2. Criticizing each day's work.
  3. How we built our restaurant.
  4. Why we keep our foods covered.

V. Silent Reading.
  1. "A History of California," by Cleland, to find prices of some foods.

Restaurant Prices

1 glass milk	$ .30	1 pork and apple-sauce	$1.25
Bread and butter	.25	1 mince pie	.75
1 bowl of soup	1.00	1 egg	1.00
1 sweet potato	.50		

Merchandise

1 can lobster	$ 3.50	1 bbl. flour	$50.00
1 box sardines	4.00	1 pair socks	3.00
½ lb. onions	.75	1 butcher knife	30.00
1 lb. salt pork	1.00	1 pair boots	18.00
1 lb. brown sugar	3.00	2 pair blankets	28.00
1 sack flour	20.00	1 candle	.50

VI. Construction and Art.
  1. Building of a counter and shelves.
  2. Making of containers for merchandise.
  3. Printing of signs, advertisements, and menus.
  4. Modeling of clay dishes.

VII. Arithmetic.
  1. Keeping simple accounts.
  2. Figuring.
     a. Overhead.
     b. Daily receipts.
     c. Profits.
     d. Cost of meals.
  3. Comparing prices then and now.
  4. Original problems based upon prices in 1850.

VIII. Social Science.
  1. The effect upon crop production of—
     a. The gold rush.
     b. Building of railroads.
     c. Refrigeration.
  2. Agriculture. Sections of state suitable for—
     a. Wheat, barley, rice, etc.
     b. Citrus fruits.
     c. Other fruits.
     d. Truck farming.
  3. Cattle raising.
  4. Dairy farming.
  5. Fishing.

IX. Excursion.
  1. Trip to grocery or letter to grocer for purpose of comparing present-day prices with those of 1850.

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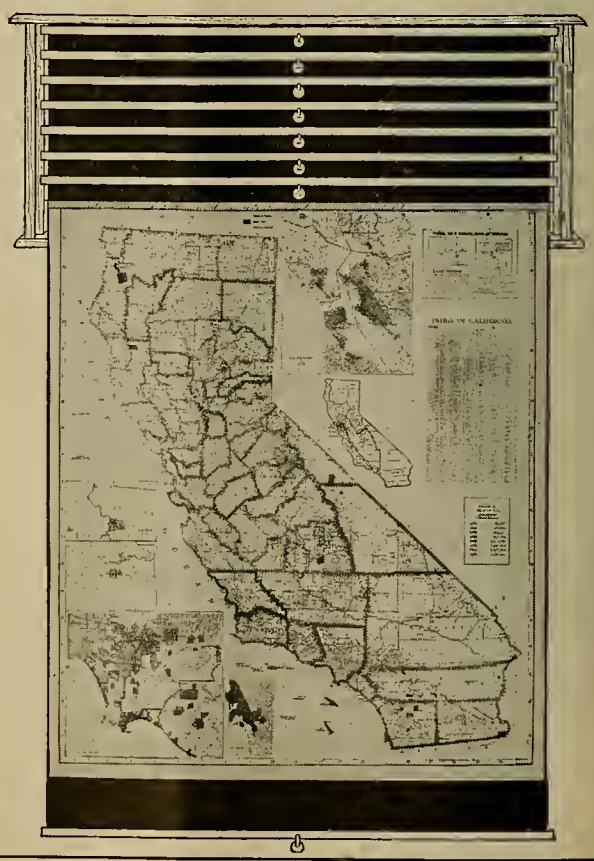

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Of the summer sessions that dot the Pacific Coast from San Diego to Seattle there is none more unique and none with a more personal flavor than that of Miss Swope's Summer School that for six weeks, three at Santa Cruz and three at Long Beach, accomplishes an educational program that has no equal in the United States.

The appeal of Miss Swope's Summer School lies in the fact that she has built up a faculty of experts, who are able to teach the members of their classes definite ways and means of putting subject matter across according to the latest devices of education. There would be no Miss Swope's Summer School if the regular teachers' colleges taught their students how to put their theories into real use. It is not the novice only that attends Miss Swope's Summer School, but the trained teacher who wants new ideas of how to proceed with her everyday educational program.

The best thing that the people enrolled in the school get out of the course is Miss Swope's philosophy of life. A homely philosophy of real living; calm, quiet advice on the stress and strain of everyday teaching; a philosophy of nonworry if one has done one's utmost.

Miss Swope's Summer School has been a gradual development of over twenty years' work. From a few students in Riverside, the enrollment has grown until this year it reached over 950. The school has the approval of the State Board of Credentials and the State Board of Education. Applicants for State Board credentials for kindergarten, primary, elementary, and junior high school grade, or for the renewal thereof, are allowed to offer three semester hours of teacher-training work completed in the Swope summer school.

There were three new members on the faculty this summer. Mrs. Lyllis D. Lundkvist, director of vocal and theory of the Mountain View Union High School, gave the courses in methods in public school music. Mrs. Lundkvist was an able replacement of the late Mrs. Cora Merry of Riverside, who was so well loved for so many years. Mrs. Lundkvist offered a new course in rural music. Miss Elizabeth Keppie, who usually gives the work in story telling, speech, and good usage, is abroad this summer. Her work was taken by Robert Ethel Phillips, lecturer and conductor of extension courses. Mrs. Florence W. Carville of the Luther Burbank Junior High School, Los Angeles, replaced Haidee Glasscock in the fine arts courses. Miss Glasscock was injured in an automobile wreck shortly before the opening of the summer school.

The remaining members of the faculty and the courses they gave were as follows: Ellen B. Sullivan, educational psychology, assistant professor of psychology, U. C. L. A.; Madilene Veverka, primary education, growth and development of the child, special course in reading, Americanization, or citizenship, and rural education, Head Supervisor Primary Education, Los Angeles City Schools; Mrs. Ethel S. Ward, geography, general supervisor, Shasta County, Cal.; Mrs. Lucy E. Sanchez, history, girls' vice principal, Le Conte Junior High School, Los Angeles; Margaret R. Martin, music, appreciation and creative expression, director, creative music studios at Long Beach and Los Angeles; Mrs. Theresa Kennedy, the slow child and the subnormal child, clinical psychologist and supervisor of atypical classes, Long Beach city schools; Katharine Morrison, head of advanced industrial arts, rural supervisor of art of San Diego County; Edna Armstrong, head of primary industrial arts; R. E. Wiatt, penmanship, head supervisor of penmanship, Los Angeles city schools; Roxana Byfield, methods in arithmetic and blackboard penmanship, departmental teacher of arithmetic and English in the Garvey School district, Los Angeles County; Ella Stahmer, fine arts, teacher of fine arts, Sentous Junior High School, Los Angeles; Winifred Van Hagen, physical education activities for elementary grades, chief of bureau of physical education for girls, division of health and physical education, State Department of Education for California; Helen S. Gass, physical education, rhythmical activities, assistant supervisor of physical education, elementary schools, Long Beach; Helen Byfield, head proctor and pianist for assembly singing, San Marino city schools; Mrs. Ione Hagan, assistant proctor and pianist for folk dancing, teacher in Colusa County.

The administrative officers of Miss Swope's Summer School consist of Caroline Swope, director; G. J. Leonard, registrar and secretary; F. J. Welch, clerk of supplies; Nellie Mooers, assistant clerk of supplies; Helen Byfield, proctor; Ione Hagan, assistant proctor; Florence French, housing secretary.

As a whole, summer sessions on the Pacific Coast this year had less attendance than usual. Two reasons stand out. The first is that of industrial unrest, which causes teachers to use their money for the support of those dependent upon them. The second is that most teachers are well up in educational courses for credential purposes. If summer session directors would try to bring in more big lecturers on cultural subjects, the teachers would appreciate it at the present time.

The economic unrest showed itself noticeably in fewer registrations of married women at summer sessions.

The slogan of hard times has hit the teaching forces in that never before were there so many firings and hirings.

A. C. Hemphill, who for several years has been Assistant Superintendent of the Compton City Schools and this last year took over the principalship of the Compton Junior High School, has been selected by Oliver Scott Thompson, District Superintendent of the Compton Union High School District, as Assistant Superintendent in charge of the six junior high schools in the district established for the first time this summer. Under the new reorganization scheme, J. William Gastrich, Superintendent of Compton City Schools, will continue in charge of the first six grades of the Compton city schools, as formerly.

W. M. Jones, formerly District Superintendent of Westmoreland Grammar Schools, has accepted the principalship of the Lynwood Junior High School, which is one of the Compton Union High School District's six new junior high schools that are opening this next semester.

J. C. Ramsaur, formerly of Niland and this past year principal of the Coachella Grammar School, has been appointed District Superintendent of the Westmoreland grammar schools.

C. E. Teach, Superintendent of the San Luis Obispo City Schools, was a visitor at the summer sessions in Los Angeles in July.

E. C. Palmer has been elected to the principalship of the Ponham School, a new consolidated school recently established in Kern County in the neighborhood of Delano.

Don't waste your life in doubts and fears: spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours or ages that follow it.—*Emerson.*

Do not refuse the employment which the hour brings for one more ambitious. The highest heaven of wisdom is like near from all points, and thou must find it, if at all, by methods native to thy self alone.—*Emerson.*

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THE PROBLEM OF THE MIGRATORY CHILD

By HOMER F. AKER, *District Superintendent, Holtville, Cal.*

CERTAIN SECTIONS OF CALIFORNIA have the special problem of the migratory child. The migratory child has become such a problem in some communities that in average daily attendance he constitutes 30 per cent, while in some cases he constitutes as high as 75 per cent, of the total names for the given year.

To the personal knowledge of the writer the following occurred in one California school recently:

Number of permanent children in school, 393; maximum number enrolled on any one day of the year, 533; average daily attendance for the year, 432; total different names on the records of the school during the year, 897. This shows the maximum migratory children at any one time to be 140, yet in one year 504 different migratory children were on the roll of that school.

In our own schools we have had one child in school as many as five different times in a year. He had attended four other schools in the meantime. Our schools have also had children who have been in as many as eight different schools in one school year. This is unusual, but will help to show the extent of the migratory child in some schools.

The migratory child may be in the school for a period of a few weeks, after which he is out of school for a period of a week or more before he enters another school, which results in not only the time lost for not attending, but the time and possibly different standards or a different period of progress. Worst of all is the fact that it will be impossible to properly place the child without either loss of time or the necessity of testing being done. Neither of these is entirely economical, and I say this with due respect for the various achievement tests available.

What then is to be the ultimate solution of this problem? Sixty per cent of the migratory children in one district of the state come from five different school districts in other counties; 30 per cent being migratory within the county itself, the remaining 10 per cent, largely from outside the state, being within the district but temporarily. After having such experience the writer arrives at certain conclusions:

First: That it should be entirely possible for the migratory child to transfer from one school to another without loss of progress already made.

Second: That it should be possible for a child to make constant progress without having missed or omitted any work in the fundamental subjects.

Third: That a unified action, particularly among those schools in which the migratory child is a problem, can make possible the first two of these conclusions.

We all remember the type of record book which was kept by the high-school teacher of laboratory science. Most of us are familiar with the charts which form that important part of a diagnostic test in elementary arithmetic, remedial charts in reading, etc. Briefly stated, the writer suggests the following:

That the division of rural education and all those districts which are classified as having a big migratory child problem should coöperate in the formal adoption and execution of a program based upon a contract unit system for the special group involved. Secondly: That there be a form of transfer records based on the contract unit system which will show at a glance what work has been completed satisfactorily, the date of completion, the attendance record of the child as well as the school in which this work was completed. This transfer card would be not only a transfer card and report card, but also a permanent record of the child and would be continuous for a sufficient number of contract units, after which the new contract unit card would be given.

This plan might involve a sort of "tablecloth" record form, but will be offset by the beneficial results accruing through eliminating repeated work and through loss of time and adjustment by permitting immediate satisfactory placement. It is evident that even if a large form be necessary for this pur-

pose, it would be justifiable. The writer is in charge of schools where some of these problems exist and he feels that these suggestions may not be the ultimate solution of the problem, but will constitute a step in the right direction.

One factor which will have to be taken into account is: What shall be agreed upon as constituting a satisfactory completion of a contract unit? This of course could be easily brought about by the coöperative adoption of a definite course of study showing the exact value of each contract unit.

As I was writing the previous paragraph a prominent educator asked, "But can you get the child to take with him and present this transfer at the next school?" In answer, I suggest, "How often does a child have to be begged to accept and use any promotion card or diploma?"

FOR A BETTER UNDERSTANDING

By Eva Hance, *Assistant Director, Junior Red Cross.*

In the early fall months a little box found its way to the desk of the writer. It was not a particularly pretty little box, and one did not need to look closely to observe that the exterior was not very clean, but it was an unusually interesting box. There was every evidence that this container had been in many hands—grimy hands they doubtless were—grime from the ball field, from the dust of handsprings, the mud of the near-by brook, and the usual evidences of the play places of any tiny country school. The box had three little grooves and three projections for fastening it—or did have at one time—but when it came to my hands it was worn to a stage of rather useless floppiness from much opening and closing and much interest.

One should not always be too concerned with the outwardness of things! On the inside of the box were the articles of importance. All this was found in one small pasteboard carton 9 by 4 by 3 inches: a geography lesson—a most unusual one, a bit of history, a sewing manual, a text which told much of woodwork, and a charming story of an art lesson beautifully wrought. It took magic to get all these large articles into so small a space—it could only be done by the magic that lives in the heart of a child and flourishes in company with sympathy and understanding.

When the box was opened and the bright red tissue pushed aside, there was a letter. This is what it said:

Dear friends who live in Guam: We are children of a small rural school. There are seven of us, four boys and three girls. We have gone without gum, candy, and other things to save money to buy the presents in this box, and we have all helped to make these things for you.

We have studied all we could find to study about you. We have made a map of your island. We made it of sand on our table. One boy made a boat and we made believe our presents were on it. We cut some palm trees from colored paper and a lady loaned us a cocoanut for our table. Best of all, we heard a gentleman who works near here was once in Guam and he came and talked to us. We learned how the Island of Guam happened to belong to the United States of America and that it was very important to our government as a radio station and as a coaling station for our ships. The children of our school studied about the things that grow in Guam and how you trade copra at the government store for the other things you need.

It has made us very happy to fix this little box for you and we hope if you ever come to our beautiful state you will come to see us.

A tiny baby doll, astonishingly lifelike and sound asleep, was in the box. When the box was placed on end, wide flared the eyes of the occupant. Such a bonnet and such a gown! Not in furs and mittens, but in a fluffy sprigged muslin and undergarments complete. A letter from the teacher explained that the girls had made the dainty clothes. There were a few beautiful squares of dimity and silk, tiny scissors, thread, a thimble and a needlebook anyone would envy, a wash cloth with crocheted edge, and a pretty pink cake of soap. There was a rag doll all ready to be "stuffed" and carefully written directions for doing it. His rompers were a work of art! There was a rabbit that moved on wheels, cut from wood and so carefully painted as to make one think he would scamper to his warren, a top painted to look like new, and a bag of marbles. The bag was made of bright cretonne and the marbles were "glassies," "aggies," and "cat's-eyes."

There were other toys in the box, but there were some which particularly made one know these seven boys and girls—know them by the work of their hands and the wisdom of their teacher.

It is great good fortune to be placed where one can view many types of school work of many children. Once each year the children of the Pacific Coast states send Christmas or New Year gifts to the children of other lands. December 5, the last parcel of gifts was on its way. Leper children of the Philippine Islands received 640 cartons, every native child in Guam received a gift box, children of the different islands of the Hawaiian group had a Merry Christmas greeting from the children of the Pacific Coast states, and 640 children of Japan received a New Year's greeting from members of the Junior Red Cross in the Pacific area. Best of all, one thousand children of Porto Rico, whose homes and schools were swept away in the hurricane of September, 1928, were remembered with gift boxes and large toys.

One teacher wrote to the Red Cross:

I hope the gifts will be acceptable. The children have worked very earnestly. Of one thing, I am sure. They know more of Guam and the other islands of the Pacific than they have ever known before and have learned a geography lesson of inestimable value. They dressed the doll in their sewing period and painted the toys in their free periods. They have held meetings to plan their project and no language period has ever stimulated such free discussion. It would be difficult to estimate the extent of the lesson in unselfish service they have learned through their Junior Red Cross.

Men are ennobled by morals and intellect; but these two elements know each other and always beckon to each other, until at last they meet in the man, if he is to be truly great.

The world belongs to the energetic man. His will gives him new eyes. He sees expedients and means where we saw none.

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NEWS AND COMMENTS

By HARR WAGNER

WE FORMERLY BELIEVED in memorizing state boundaries, state capitals, poems, and the multiplication table. We still believe in memorizing poems and the multiplication table.

MONEY, more business, more employment, larger crops, more professional education, are some of the ideals and idols of modern life. There will be a turn to a more philosophical view of life, and it will not be miniature golf links or talking pictures, but rather to make proper use of leisure time and the enjoyment of our wonderful natural environment.

LOS ANGELES, 1931, for the N. E. A. means more than just another big convention for our state.

Doctor A. E. Winship, who attended the first N. E. A. in San Francisco in 1875 and has made seventy-five round trips to California, says in the *Journal of Education:* "There is certainly no better place to convene, summer or winter, than Los Angeles. No other place has such a combination of climate, fruits, and flowers as has Los Angeles.

"Within an hour's ride of Los Angeles one can get the excitement of Revere Beach at Venice, the beauty of Nantasket Beach at Long Beach, and the glory of New Hampshire at Mount Lowe.

"Nowhere else is there such a combination of the oldest and the newest civilization as in Los Angeles. Nowhere else can one enjoy the best California and the most characteristic Mexico in an hour's ride from San Diego.

"Nowhere in the New World are there better elementary and secondary schools and colleges than in Southern California. The famous junior high schools were born in Los Angeles. Nowhere is there a better school sentiment than from Santa Barbara to the Imperial Valley."

CALIFORNIA SCHOOLS should celebrate with a will Admission Day, September 9, 1930. Our history is so rich in adventure, in fine patriotism, in pioneer struggles with the elements, that it has a greater appeal to children than the fiction, fairy story, or even the wonderful history stories of the Atlantic Coast. Use the activity program by Belle Dickson in this issue.

SUPERINTENDENT UPJOHN, with the assistance of his County Board of Education and Lorraine M. Sherer has issued a new course of study on social studies, that marks a new epoch in curriculum making. The selections of supplemental textbooks are made to meet the requirements of the subject, problems, and projects outlined in the course. It is unfortunate that it requires so many textbooks. However, it is impossible for a publisher or any group of publishers to meet the requirements of such a course until the curriculum of the various progressive units of education are standardized. Ginn & Co. in the Rugg books have made a great contribution, and others will follow. Miss Richards, in "Our California Home," to be published on September 28, has produced a real social study reader for California, which will be a model for other localities. It is only by change that we progress. Change, however, does not mean that we must discard the good that is in the old, and accept the new without question.

EDUCATION FOR WORLD FRIENDSHIP and understanding is to be the central theme of the C. T. A. in its next convention in the Bay Region. Mrs. Ethel Dorn Ruff, the chairman of the classroom teachers' section, is preparing a program that will be a real contribution. To accomplish effective results, it will require not one convention, but many, and over a period of many years before national prejudices, race hatreds, and commercial antagonisms have been eliminated, and even then the battle of Armageddon may be fought by the present generation.

SPROUL DISCUSSES PROBLEMS AND PURPOSE

THE CHIEF PURPOSE of the modern university, and particularly the state university, is the cultivation of intelligent leadership in the body politic, said Doctor Robert G. Sproul, president of the University of California, addressing the Commonwealth Club of San Francisco at its luncheon meeting at the Palace Hotel.

"Certainly," he said, "it will be a grave indictment of these centers of learning if they fail to breed men who can solve the problems and meet the crises of the world in which they live. I pray for the University of California an influence in quickening the intelligence of the youth of its succeeding generations; in deepening their seriousness; in assisting them to define their problems and to aid in defining the problems of their communities.

Intelligence Best Remedy

"The troubles of this world will never find a better remedy than trained intelligence. The solutions must be worked out in toil and patience day by day and bit by bit. Man's chief problem is man himself, and never did his situation call so loudly for leaders of broad vision and deep understanding. And if these leaders come not from the universities, what are the universities for?"

Doctor Sproul discussed the three problems of the university: what education should be, its faculty, and the problem of numbers of students.

Education Is Discussed

"Education," he said, "is conceived as the imparting or pushing in of knowledge to the human mind. Actually it is the opposite—to lead or draw out. An educated man is not primarily one who can produce facts, but a man who can think and sort them out. Education is shown far more by the ability to ask intelligent questions than to supply pat answers.

"With the varying philosophies of life that mankind has, it is not surprising that there should be no unanimity of opinion regarding a philosophy of education. But there should be some things clearly defined and generally accepted as to what we are seeking and the means by which we may attain it. Much time and money and strength and genius are being wasted because of the absence of these. An educational survey of the United States would disclose vast sums wasted on duplicated courses and huge plants and equipment that need never have been. So would a survey of California. There is no reason why every junior college, college, and university should cultivate all fields of knowledge. More to be commended is a careful restriction of instruction and research, so that, within its estimated income and its community requirements, each institution may support comfortably the departments of known value and established need."

Four Groups of Students

President Sproul discussed students in four groups: first, those who are not bent on learning as such, but who want voca-

tional training without much regard to cultural values, for the sake of making more money and rising to a higher plane in society; second, those who come to satisfy the wishes of their parents; third, those who come for social reasons; and fourth, "those who come to the university with a fair idea of what it is all about, and with a certain singleness of purpose for scholarship.

"What we need," said the president, "is not more four-year colleges that will admit anybody without examination or question, but another type of institution, extending not more than two years beyond the high school, which will provide curricula designed for those whose talents do not lie along the line of a university career, but who are designed for other education. That, in my opinion, is the great field of the junior college, and I pray that its leaders may have the wisdom to see their opportunity and make the most of it."

Faculty Prime Problem

Discussing the faculty, Doctor Sproul pointed out that the glory of a university is obviously the men who constitute its faculty. Great men, he said, are needed to make a great university, and the best scholars and teachers should be secured. But, he pointed out, men of great ability are attracted to business and industry, vastly more remunerative.

"The only way," he said, "to meet the problem is to make scholarship respectable, to enable universities to pay salaries such that they can compete for the brightest minds with the business world, rather than to accept perforce those who seek in some quiet faculty a refuge for mediocrity."

Great Numbers Discussed

Discussing the large numbers of students, President Sproul said, "The cultural influence of alma mater seems to many to have been swamped by the ever-increasing waves of young people demanding the delights and advantages of a university education without the labor and the application necessary to attain in reality that desirable distinction."

As a result, he said, there have been criticisms of colleges and universities of every size and kind and quality, particularly state universities, and in this locality most particularly the University of California, widely advertised as the largest university in the world.

Facts Are Given

"The question as to whether these criticisms are well founded, and if so, what to do about it, is one of the major problems of the president of the University of California," said the speaker. "In the first place, I have sought the facts. There is a widely held belief that the University of California has 26,000 students, and these are usually thought of as being at Berkeley. This is, of course, far from the truth. There are enrolled at Berkeley 11,000 different students during the course of a year. Some attend only for the first semester, some for the second. There are never that many at any one time. Moreover, that number has been practically stationary for ten years; we have organized to provide for it completely and properly. As a consequence, the size of classes is not increasing; it has actually decreased. Large lecture courses, which were the only possible answer to the tremendous influx of students after the war, and the reputation of which still survives, have all been broken down into small groups, and organized for instruction that is as good as may be found anywhere.

"The University of California is quite the equal of any but the very small college, in the personal quality of its teaching, and the spirit of its student body. For, once you exceed an enrollment of a few hundred students, the widely claimed advantages of the small institution vanish completely, and the university with 3500 and the university with 10,000 are on a par so far as personal contacts which make for better education are concerned. For instance, the ratio of faculty to students, which is what counts, is at Michigan 1 to 13, at California 1 to 12, at Yale 1 to 11, at Stanford 1 to 10, all practically the same.

Mass Education Approved

"And so I am not as worried as I might be over the fact that we are a large university. Instead, I am disposed to approve mass education—so long as it does not become herd education. The important point is that the qualifications of entrants to do university work be maintained, and that the standards of the university be not impaired, either from within or without, with a view to making it possible for larger numbers of students to meet the requirements. Subject to those limitations, I believe that the university should welcome all who desire to come to it. An increase in that number, if quality be maintained, cannot but be desirable.

"As to eliminating the first two years, I should prefer others to make the experiment. We shall observe the results with interest and be guided as to our future policy by them."

A LITTLE PLAY FOR THE SCIENCE CLASS

By Alton L. Hall, *Stanford University, California.*

[At Annie's home after school, Annie and Jennie talking.]

Jennie: Did he assign any home work in general science?

Annie: No, he just said to study our home system of ventilation; but we haven't any. Our house is heated by stoves.

Jennie: But you could ventilate it, no matter what heat you use. Ventilation, you know, means changing the air. Let me show you *(raises window slightly)*. If I had a match . . .

Annie: I don't smoke, either. *(Goes and gets several matches.)*

Jennie: Now watch when I light this and hold it at the bottom of the window.

Annie: What a draft! And the room is closed, too. Where does the air go to?

Jennie: And see how *(lights another)* the air goes out at the top of the window—out at the top and in at the bottom.

Annie: I see it does, but what makes it? Will it keep on like that always?

Jennie: Just as long as the air in here is warmer than the air outside.

Annie: How smart you are! How do you know? Who told you?

Jennie: Now don't get jealous, and I'll tell you.

Annie: Who? Harold? How did *he* find out?

Jennie: Then he hasn't showed you the box he made to show to the class?

Annie: Oh, *that!* No, I wouldn't look at it. Here it is again. *(Enter Harold with box.)*

Harold: It works fine. Want to see it work, Annie?

Annie: No, I don't. You showed it to Jennie first. Go on, you two, and play with it. *(Starts to leave.)*

Harold: Don't be foolish, Annie. You know I wanted to show it to you yesterday, but you were too busy.

Jennie: That's so, Annie. He told me so himself. Let's see how it works. *(Annie returns.)*

Harold: This box is made to represent a room. These holes in the ends are windows. One side of the room is made of glass so that we can look in and see how the people—the candles are the people—like it when we open and close the windows.

ANNIE: How can they tell us?

HAROLD: If there is plenty of air, they will burn brightly. If they suffer for lack of air, they will burn but dimly. *(Lights candles.)*

ANNIE: But *we* don't burn up like candles.

JENNIE: Yes we do. Remember what he said about slow oxidation? We burn without flame and renew ourselves by eating, so we can burn longer.

HAROLD: Like putting wood on a fire. Now see what happens when we have all our windows closed. *(They watch the candles die.)* See how they suffer for lack of air. Now we will try opening the windows only at the top. That is better. Now we will open them only at the bottom. About the same, you see. Now watch when I open the windows on one side of the room both at top and bottom.

ANNIE: That's the best of all.

JENNIE: That's just what I was showing with a match in this very room. See, the fresh air comes in at the bottom and the bad air goes out at the top. Oh, goodie! I see—they're both alike. *(Dances.)*

(Curtain.)

[At Annie's home next morning, at breakfast. All yawning.]

MOTHER: Pa, can I pour you another cup of coffee? You look bad.

PA: I sure need something to pep up with. *(Yawns.)*

JIMMY *(sleepily)*: Pa, don't forget to sign my card.

PA *(signs it and looks it over)*: Looks poor again —F, D, F. What's wrong?

ANNIE: If you'd let us open the windows a little, maybe we could study better. I read it over and over, but it doesn't soak in.

PA: It's up to your mother; what she says goes.

MOTHER: And what I say is, with your father working himself to death, and I a worrying the life out of me with the bills, and coal a dollar a sack, and the last load not paid for yet, are we agoing to warm up all outdoors? There isn't any sense in it.

ANNIE: We don't need a fire when we are asleep, mother; couldn't we open them *then*—just a little at the top and a little at the bottom, like Jennie's folks let *her* do?

MOTHER: And catch your death of cold, and have you sick abed *all* the time. You've had three colds this winter, and that's enough.

ANNIE: And Jennie hasn't had *any*.

MOTHER: You heard what I *said*, didn't you? Some day she'll get new moany and die, like enough. Think of taking a cold shower every morning in the *winter* time! She lacks good sense; anyone can see that.

(Curtain.)

[Three years later—graduation; awarding diplomas.]

PRINCIPAL: Before awarding these diplomas to the members of the graduating class, may I suggest that we stand for a moment in silence as a token of respect to the memory of Annie——, a former member of this class, who succumbed to the grim reaper during the recent epidemic of influenza. *(They stand in silence.)* *(After awarding diplomas.)* Some years ago two of our foremost service clubs conceived the happy idea of establishing scholarships to aid those graduating from this school with highest scholastic attainment in their further education at some university. And in behalf of the Kiwanis and the Rotarian clubs it now gives me great pleasure to award these scholarships to Harold —— and to Jennie ——.

VAUGHAN MacCAUGHEY

VAUGHAN MACCAUGHEY, editor of the *Sierra Educational News*, the official journal of the California Teachers Association, has a countenance that seems to radiate strength of character and a virile personality that has made itself felt in every sphere into which he has entered. Though still a young man Vaughan MacCaughey has accomplished much valuable work in the educational world. He was born in Huron, South Dakota, on July 7, 1887, and spent his boyhood in Greenville, Ohio. He is a B.S. of Cornell University with graduate work at the University of Chicago. He married Janet H. Brooker of Newburgh, New York, in 1909, and has six children.

Vaughan MacCaughey was head of department of natural science and vice president of the Territorial Normal School, Honolulu, Hawaii, 1908–09. Professor of botany, College of Hawaii, 1910–1919; superintendent of public instruction for the Territory of Hawaii, 1919–23. Visiting professor, University of California, summer 1911; Cornell University, summer of 1912. Principal of the Mid-Pacific Institute, Mills School, 1913. Chautauqua institution, 1906, '07, '14, '15, and '16. Eight continental lecture tours. Director of Territorial Summer School, Kilauea Volcano, Hawaii, 1919. Biological exploration, Hawaiian Islands.

He has been on the extension staff, University of California, since 1923. He has served as member of the national council, Boy Scouts of America, and a special field commissioner for California; Director of Education, region 12, and Dean of San Francisco Training School for Scout Officers. He was Director of the Pacific Coast Survey of race problems, Northern California, in 1924.

He was a member of the hospital corps, first infantry, National Guard of Hawaii, 1909–12; Company B, first infantry, 1913–15. Superintendent of Bible School, Central Union Church, 1913–1916. President of the Honolulu Ad Club, 1919–21. Director for Hawaii of the National Education Association, 1916–23. Member of the National Education Council of the National Education Association, 1922–23. Delegate to the world conference on education, San Francisco, 1923. Chairman of the executive committee, Pan-Pacific Scientific Conference, 1919. Joint founder and president of the Agassiz Club of Cornell.

Vaughan MacCaughey was joint founder and editor of the *Hawaiian Educational Review* during 1913–16, and has been editor of the *Sierra Educational News*, San Francisco since 1923. He is a Fellow of the American Association for the Advancement of Science, and a member of Sigma Xi. Mason, University of California Faculty Club. He has contributed many papers to scientific and educational journals and is author of "The National History of Chautauqua," "The Schools of Hawaii," and "Race Mixtures in Hawaii." Vaughan MacCaughey's home address is 1935 Yolo Avenue, Northbrae, Berkeley, California, and his office is situated at Sheldon Building, San Francisco.—*Town and Country Life, London.*

All history resolves itself very easily into the biography of a few stout and earnest persons. There is properly no history, only biography. (History is the autobiography of the Eternal Mind.)

Every book is a quotation, and every man is a quotation from all his ancestors.

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

[Editor's Note.—In the following article Miss Edith Gantt, who returned recently from a trip to Europe, has given the readers of The Western Journal of Education most unusual and delightful glimpses of some of the countries she visited.

Miss Gantt has been appointed librarian of Solano County Free Library to succeed Miss Clara B. Dills, who is now librarian of San Mateo County Free Library. Miss Gantt began her work in Solano County on August 1.]

A Librarian Goes Vacationing

The Americans have always been a restless people. When the need for pioneering decreased, those who could began to travel. They commenced to take more interest in other nations, in their art and literature, and in their customs and historic backgrounds. Today the east-bound steamers are thronged throughout the spring and early summer with parties and individuals going to tour Europe and bask for some weeks or months in the glamour of the Old World. To go abroad is no longer a unique adventure, but instead is a delightful experience to be shared with friends, some of whom greet you with, "Did you see the hill towns of Italy?" and "Where did you spend the most time?" Our winter abroad was not a leisure year, to be sure, for there is so much of interest at every turn you keep going on until checked by sheer fatigue.

Ireland, the land of fairies and politicians, of poetry, drama, and song, has always intrigued me. This was a lovely place in early October, from Belfast, where you think mostly in terms of hand-woven linen damask, on through central Ireland to Limerick and Killarney. You go through Armagh, an ancient seat of learning. They tell you that it was commonly said in the "Dark Ages," "He who speaks Latin or Greek north of the Alps must be either an Irishman or the pupil of one." This old college founded by St. Patrick about 457 A. D. was recognized at home and abroad for its great scholars. The venerable Bede speaks of the English students being received with true hospitality and, whether rich or poor, being given food, books, and learning free. They came in such numbers there was a separate English Quarter, or rather Third, the Trian Saxon, in the twelfth century. Dublin today treasures the wonderful old "Annals of the Four Masters," covering the sixth to the twelfth centuries, and the "Book of Armagh." One begins to get an appreciation of the Irish in Armagh where this school endured, though burned sixteen times from 670 to 1179 A. D. and plundered nine times chiefly by the Danes in the ninth and tenth centuries, until it was finally wiped out entirely by the Normans under De Courcy, DeBurgo, and De Lacy, in repeated raids.

Ireland is a beautiful country with deep green foliage, many bays and rugged coast line, and the lovely lakes. We set out one morning from the Lake Hotel of Killarney to view the countryside in a jaunting car, wrapped in raincoats and rubber robes against the drizzle, which later cleared. We jogged along through a gate into a beautiful estate where the trees opened for glimpses of rolling park or sheltered great deep masses of ferns. Here and there were extensive banks of rhododendrons, gorse in bloom, bog myrtle, and the gorgeous yellows and bronzes of the beach and horse-chestnut. All this was viewed under gray skies with periods of brilliant sunshine. Then we came to Muckross Abbey, a beautiful old ruin overgrown with ivy. The monks of olden times had a keen sense of beauty, for they chose their sites well and then built accordingly. This abbey, dating from 1340, was made a ruin by the busy Cromwell, so 'tis said, just as he is supposed to have personally attended to every abbey and monastery in Ireland. We walked up the stone staircase to the kitchen, refectory, and dormitory, with their narrow stone windows, roofless but beautiful, and got some idea of what it must have been in its full beauty. A great yew tree, filling the courtyard, has outlived them all in its five centuries and more. One of the most delightful things Europe has to give us is this delicious sense of timelessness of the centuries. Down in Sussex, the landing of Julius Cæsar at Pevensey is a comparatively recent event. There they talk of the Bronze Age rings or earthworks, and even more remotely of the rings of the Stone Age men. Ireland does that, too, with her monuments at New Grange and elsewhere, druidical altars or sepulchers of old Bronze Age kings, tumuli of which no one knows positively the purpose. At New Grange we were told that many of our North American Indians came there to see the altars of these old sun-worshipers.

Dublin is again a capital city, with a blending of new Free State energy and old scholarly quiet. It is full of rare treasures. The "Book of Kells," of the eighth century, at Trinity College, is the most beautiful example of the old Irish art extant, and one of the most beautiful books in the world. Think of the times it must have been rescued from a raided monastery and spirited away by some faithful friar, to have survived the troubled centuries! Then there is the harp of Brian Boru, the broach of Tara, St. Patrick's bell, a queer, primitive little bell for the mass, the cross of Cong, and earlier—far earlier than all these—are gold ornaments which date from 1500 to 400 B. C., as I remember the tale of some curator. There is so much to tell about Dublin, of the Abbey Theater of William Butler Yeats, Lady Gregory, Lord Dunsany, and all the rest of the Irish literary renascence figures, and the plays we saw there; of the churches, such as St. Patrick's Cathedral where Dean Swift, of Gulliver's Travels and such satires, preached and wrote and where he now lies near his "Stella"; or even of St. Michan's with its old organ on which Handel played his Messiah in 1742, or the church crypt, where some peculiarity of the soil preserves the bodies, and you may follow the guide down cobwebby passages to see his curious exhibits, even to beheaded ones, I believe. The people of Dublin are so friendly, so hospitable, and so charming that one regrets the necessity for leaving, even with England ahead.

London is a man's town, steeped in its history of violence and bloodshed, but a fascinating place for all that, together with its gentler literary and artistic aspects. The Tower, in addition to its Bloody Tower and Traitor's

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Gate, has a White Tower built by William the Conqueror, which contains a perfect gem of Norman architecture—the Chapel of St. John. This is the oldest church in London, for the great fire took most of the city. One church which was saved is St. Bartholomew's of 1102, built by Rahere, the Court Jester of King Henry I. He also built the first hospital of London, now known popularly as Old Barts, which has celebrated its eight hundredth anniversary and now cares for many thousands of Londoners annually. The nave of the church was destroyed during the Reformation, and the rest was used for a stable, a shop, and a printing shop where Benjamin Franklin worked for a time as a journeyman printer. Giltspur Street leads this way, for once this was the tourney field called Smoothfield (now Smithfield). Within a few minutes' walk north is Charterhouse, the famous school used by Thackeray in his "Newcomes." A short distance to the south is St. Paul's Cathedral, while near by, in Fleet Street, is the Temple. Charles Lamb was born in the Inner Temple where his father was the clerk of a barrister, and here Oliver Goldsmith lived and wrote. Close beside the round church, one of four in England, built by the old Knights Templars, Goldsmith is buried.

Westminster Abbey, the Parliament buildings, and the Tower mean London to many people. They are rather at the heart of things. On Armistice Day, people by the hundred thousand throng Whitehall and all about the Abbey for the moments of silence. Sharing this silence with them was an unforgettable experience. We then joined them as they turned to pay honor to the Unknown Soldier, one of England's thirty thousand unknown dead, in Westminster Abbey. The English people pay homage to their dead, where every family suffered loss. London is full of very beautiful memorials to men of the various units, and when you go in a bus down Whitehall, past the Cenotaph or around Hyde Park Corner, where there are several memorials, the men in the bus remove their hats. We could not help but think of an incident at America's Tomb of the Unknown Soldier at Arlington, where out of a group of visitors one man only, an ex-army officer, stood uncovered.

There are the art galleries, the British Museum, South Kensington Museum, all with treasures untold, where we spent many delightful hours. Of all this you may read in numerous books. If I could only take you with me to see the Lord Mayor's Show, the parade of all sorts of people, even to the fishwives and the boy players dressed in Tudor costumes, and the Mayor himself in a coach in which Dick Whittington might have rolled by, or Cinderella, before her horses changed to mice! Then over London Bridge we went, after the show, to Southwark, in a press of people so great that only foot traffic was allowed. Here, across the river from the old city, Shakespeare and his players lived on the bank of the Thames near their theater, the Globe. St. Saviour, now Southwark Cathedral, has seen seven centuries pass by. It had grown old and wise and kindly in the Elizabethan days, for it was friendly even to the players. Here Shakespeare brought his younger brother Edmond to be buried. It shelters Fletcher (Beaumont is in Westminster), Gower, and Massinger. We sat here on a November afternoon and listened to the London Symphony Orchestra with the cathedral special choir render *Justorum Animae*, requiem by Brahms, and "For the Fallen" by Elgar. The cathedral is down in a hollow and from the old highroad, built up several feet through the centuries, a faint murmur of traffic was heard occasionally. Through the music my thoughts slipped backwards. People undoubtedly were sitting, or more probably standing or kneeling, in old St. Saviour's when the pilgrims jogged by on their way to St. Thomas' Shrine at Canterbury, while knights rode by on their way to war or, happier thought, on their way home. By the time Will Shakespeare, Ben Jonson, and their friends passed up and down to their favorite inns or back to the theater, this road had seen well over a thousand years of ceaseless travel, for it was built by the Romans.

Churches are interesting historically and architecturally at any time, but they come alive when used for worship and music. Westminster Abbey on a Sunday morning with the light shining through the great rose windows, the unseen choir singing, and the sunlight falling on the little space between the choir and the sanctuary, where all the kings and queens of England since Elizabeth have been crowned, with the memorials of all the great writers from Chaucer down about you, is a thing to be remembered. Later we had an experience of a different kind. One Sunday morning early in February found us in Tours in the cathedral. It was a special fête day with a choral service and a grand procession. A young father with three small boys stood in front of us, each small boy with a long, slender, lighted taper. Suddenly the father was electrified into action. He leaned across two of the boys and with his hands smothered a little blaze in the hair of the third. The little chap looked up at him with the most embarrassed little smile. Not a sound was uttered, but the father never took his eyes from the three boys and their candles until he ushered them into the procession. Down the central aisle went the priests and the chanting choir, followed by most of the congregation. They wound their way around the whole church, back of the high altar where the lights flickered in the dimness, and finally back to their seats where the lights were all extinguished.

Oxford is not far from London. We visited Christ Church College with its great hall lined with the canvases of famous men. It was built by Cardinal Wolsey in 1525, and when we were there a simple lunch was prepared on the long refectory tables, much as it has been for ages, I suppose. The chapel, now the cathedral of that diocese, we visited next, and then the library. A party including two little girls was ahead of us, and the kindly old library assistant took us all upstairs to see something not usually shown, he said, since it could only be seen from the librarian's office. He asked the little girls if they had read "Alice in Wonderland" and then added, "That is the house where Alice lived as a little girl, and the bank right in front of the house (in a lovely walled-in garden) was where she sat when the rabbit came hurrying by." The walls of the room were lined with books printed a century or more ago, in fine old bindings. The beauty of the old buildings and gardens was so mellow, and the little girls so pleased and excited, it made a most charming scene. There are so many, many colleges, all in fine old buildings, and so many pleasant winding English streets, that only Magdalen College stands out clearly for us. The beautiful old buildings with their cloisters are surrounded by a rolling park. Here beside a stream in the college grounds, we saw a little herd of deer lying in the shade of a clump of trees. Even in a brief sketch like this, mention must be made of the Bodlein Library with its great treasures of rare books. Many of the rarest of these books are placed in glass cases for your enjoyment. At Stratford we heard an

interesting story of the Bodlein's first edition of Shakespeare's plays. The students had nearly worn out the pages of two plays, one of which was Julius Cæsar, so when another edition was published the library sold this first edition and bought the latest. Afterwards they went to great trouble and expense to replace that first edition.

The spring found us back in England in time for the Shakespeare Birthday Festival at Stratford on Avon. Of course it drizzled on the dignitaries from the various nations who came to unfurl their flags, and the pilgrimage to the birthplace and then to the church where everyone placed flowers on Shakespeare's grave. But after that there were days of spring sunshine when we walked across the fields to Anne Hathaway's cottage, over the old path that gentle Will must have used many times. The fruit trees were in bloom, the air full of bird song, and the blue sky broken with fleecy clouds. These fleecy clouds changed each evening into a downpour just before time to start for the Memorial Theater, but no one minded that after the beautiful days. Another day we walked along the Avon where you get the lovely view of the church so often seen in etchings—the view from across the river. Little lanes between the fields led us on away from the river and over the hills where the country presented a panorama of peaceful fields and little villages nestled in trees. England is truly the paradise of walkers. Sussex provides delightful walks from one old village to another, with quaint tea rooms for rest and refreshment. Edinburgh and the Border Abbey region of Scott is another place for lovers of country walks. One walk in Kent I will long remember, for we came into Canterbury by an old Pilgrim's Way, winding through plum orchards all in bloom on the hillsides above us. We passed St. Martin's, the church St. Augustine found when he arrived in 497, then followed St. Augustine's way down into the valley and past the cathedral. Our way led out through Westgate Towers of the old city wall to St. Ninian's in St. Dunstan's Road.

A holiday which takes one across Europe in a leisurely way, with weeks in Paris, the Châteaux country of Touraine, the Riviera, Italy from Naples through Rome and Florence to Venice, then north through Southern Germany where the Bavarians built their beautiful city of München and quaint old Nuremberg, then Holland and Belgium, fills one with memories of beautiful places and things seen and many kindly people met. The joy of traveling is that its enrichment touches one's life in so many ways and for always. A casual glance at a newspaper may call up, genii-like, the Bay of Naples with snow on Vesuvius, a London street scene at Piccadilly Circus, or a sunset from Fiesole. It is the real magic carpet.

STATE BOARD OF EDUCATION

The California State Board of Education held its regular quarterly meeting in San Francisco, July 11 and 12, 1930.

The plan of administration and supervision of the federal and state vocational rehabilitation program for disabled persons for the years 1930–1933, inclusive, was adopted.

The board recommended that there be placed in the next biennial budget of the State Department of Education a sufficient amount of money to carry on the supervision of classes in parent education now being conducted under a special grant of $5000 annually from the Laura Spellman Rockefeller Foundation, which expires during the present year.

The board interviewed candidates for the Edison contest, who represented themselves as the final selections from local committees in Southern California, Central California, the Bay Region, and Northern California. Noel Edmund Porter of San Francisco was selected to represent California this year. Henry John Bruman of Los Angeles was selected as alternate.

The secretary was authorized to call for bids on music readers for use in the elementary schools of the State of California.

A resolution was adopted to the effect that, as a general policy, the State Board of Education is in favor of larger rather than smaller units of school administration as in the interest both of economy and efficiency; and that the board is opposed to the separation of elementary school districts from existing high school districts to form new high school districts except under unusual conditions as might justify a deviation from the policy above.

The matter of training, certifying, and placement of school librarians was discussed.

The applications of the University of Denver, Oregon Agricultural College, and the George Peabody College for Teachers for accreditation for the recommendation of the California teacher certificates were approved.

The annual convention of public school superintendents for the State of California was called to be held at Lake Tahoe the week of September 29 to October 3.

The reappointment of the staffs of the State Department of Education and the state teachers' colleges and special schools, as recommended by the director of education, was unanimously approved.

Miss Gladys Moorhead and Miss Ada York were reappointed members of the California Curriculum Commission upon the recommendation of the director of education.

It was decided that a conference of representatives of the various teacher-training institutions in the State of California consider the matter of county examinations for teachers.

The Public School Teachers' Retirement Salary Fund Board adopted a complete revised code embodying the sections of school law, the opinions of the attorney-general, and the rulings of the retirement board, all of which now form the code of procedure in matters having to do with teacher retirement. This code is to be published and furnished to those responsible in connection with all matters having to do with retirement.

Retirement salaries granted:

$500 per annum—Gertrude E. Allen, San Diego; Henrietta C. Anderson, Visalia; Mary C. Armstrong, Pomona; Mrs. Cora N. Bayley, Berkeley; Fred J. Becker, Altadena; Cora F. Bender, Bakersfield; Lillie Mary Blue, Sacra-

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Disability Annuities—Mrs. Minnie R. Brown, Berkeley; Mrs. Addie B. Carlyon, Marysville; Berthold, J. Clearbrook, Ramona; Mrs. Ruth G. Culbertson, San Luis Obispo; Daniel E. Dowling, Berkeley; Bertha E. Earle, Sacramento; Carrie Belle Heilman, San Diego; Mrs. Anna Kalliwoda, Los Angeles; Alice Claire Nilon, Chico; Mrs. Mary F. Sullivan, San Gabriel; Elizabeth M. Thompson, Los Angeles; W. D. Williams, San Gabriel; Mrs. Adelaide S. Woods, San Francisco.

The Board adjourned to meet in regular quarterly session on October 3 and 4, 1930, at Lake Tahoe. Respectfully submitted,

V. KERSEY, *Secretary.*

CASPAR HODGSON VISITS US

CASPAR W. HODGSON, president and founder of the World Book Company of Yonkers, New York, has been visiting California. He spent several weeks on his estate in the Sierras near the Yosemite. Mr. Hodgson graduated from Stanford University in President Hoover's class. Doctor Jordan places him among the highest ten in achievement among the graduates of the university during his presidency. He began his career as a teacher in a one-room school in Indiana, then principal of a grammar school in Pasadena, then as a representative on the Pacific Coast for D. C. Heath & Co., and later for Silver Burdett & Co. He then established his own company, about thirty years ago, and has devoted himself to the publication of books of unusual merit. He was the pioneer in the publication of modern hygiene, of tests, and of books to meet the ever-increasing demand of progressive schools. In the meantime, he has devoted much time to social service. He is chairman of the Executive Board of National Parks Association and is an official in the Campfire Association. He believes in the preservation of forests in the natural or wild state. "Keep the wild country wild" is his motto. He is not an advocate of dense population. He loved California when it had a population of only 1,500,000, and is not interested in the extra 4,500,000 people. He refuses to read the ads of Californians Incorporated, because he believes that emphasis should be placed on our national environment and not on our commercial activities. Caspar is a poet by nature, and is one of the few great publishers who publish books that meet his personal and individual approval and does not take into consideration the sales appeal of the books. "The Days of a Man," Doctor David Starr Jordan's great book, published by Mr. Hodgson, will always exist as one of the great educational and personal contributions to the cultural development of the West.

W. L. GROSS, Bellingham, Wash., has been appointed as a northwestern representative for the Gregg Publishing Company.

HEAD OF TRAINING SCHOOL

SHERMAN L. BROWN has been elected head of the training school, State Teachers College, San Francisco. He is a graduate of the University of Minnesota, and attended the University of California from 1907 to 1910. He spent his senior year in the University of Minnesota and his fifth year at the University of California. He has had a varied experience as a teacher—principal at Willows, Corning, and Chico, and District Superintendent of Lindsay. His most important work was as associate director of teacher training at the University of California. The State Teachers College in San Francisco has developed both as to numbers and courses of study under the direction of President Roberts into one of the leading institutions of the country.

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WESTERN SCHOOL NEWS

The Sierra Educational News and the offices of the California Teachers Associations have moved into new quarters at 155 Sansome Street. This is a new, modern building, and the teachers of the state will be delighted with the superartistic environment and modern conveniences of the new offices. Roy W. Cloud and his advisers are to be congratulated, especially, since the fixed rental charges have not been increased and the environment and pre-dated conveniences of the new offices are far in advance of any other location the association has had; and we doubt if any similar organization in the United States has offices which surpass the present headquarters of the C. T. A.

Miss Caroline S. Waters of the San Bernardino County Free Library issues a greeting card on which she gives the following data of San Bernardino County:

Area of county, 20,055 square miles; largest county in the world; population, 133,878; home of the National Orange Show, California's greatest mid-winter event; San Bernardino County Free Library, located in county seat courthouse, San Bernardino; established February 1, 1914; has 142 branches, the farthest 250 miles away from headquarters; circulation, 260,000; volumes, 114,700; borrowers, 38,000.

Selden C. Smith, the Pacific Coast manager of Ginn & Co., is motoring through Europe with Mrs. Smith and his son and daughter. A letter from Carcassonne tells of the enjoyable and interesting trip.

Superintendent Vierling Kersey was the guest of honor of the Sequoia Club, August 21. He has the ability to get across his educational message to artists, poets, and musicians, as well as to teachers.

Miss Charlotte Estes, who has been studying at Columbia University the past year, has been made acting supervisor of the primary and kindergarten grades of San Francisco, Cal.

The most important group of intelligent voters today is the school-teacher vote. It will practically decide the election. The teacher vote in Los Angeles may determine the next governor of California. The *Sierra Educational News* published the educational platform of Rolph, Young, Clara Foltz, and various candidates for governor, so that teachers may have definite statements upon which to base their activity campaign for the schools.

Miss Margaret Dremar has written a most interesting article entitled "And Now We're Library Minded" in the Sunday magazine of the Los Angeles *Times,* date of June 22. It gives a detailed account of the Los Angeles County Library and its branches.

Professor Howard Driggs, president of the Oregon Trail Memorial Association, was a recent visitor to California from New York University. He stopped at Independence Rock and took part in the great celebration there. Over ten thousand people—Indians, cowboys, historians, poets, patriots, pioneers, and sons and daughters of pioneers—took part in celebrating. This is the one hundredth anniversary of the early trail makers. President Hoover has issued his proclamation. It should be a year of landmarks and of special honor to the pioneers of yesterday.

The Gregg Publishing Company announces the removal to new offices as follows:

"We announce the removal of our executive offices and our New York branch office from 20 West 47th Street to 270 Madison Avenue, at 39th Street.

"You are cordially invited to visit us in these attractive and spacious quarters, where we are ideally situated to serve the commercial education needs of our friends."

John Robert Gregg, the president, has his private library, which he intends to donate to the New York Public Library, in this new building. It is said to be the finest private library of business education in the world. The Boston University recently conferred upon Mr. Gregg an honorary degree of doctor of science in special recognition of his splendid contributions to efficiency in commercial life.

Enrollment in the 1930 summer term of the University of Southern California numbers 6301, an increase of 1068 over the 1929 registration figure. The summer student body at Southern California has nearly tripled since 1925. Almost every state, several foreign countries, and numerous California cities and towns are represented in the attendance record this year, according to Registrar Theron Clark. Sixty visiting professors from leading educational institutions throughout the country and Canada augmented the regular teaching staff. August 30 is the final closing date of classes of the 1930 summer school of the University of Southern California. First founded in 1905, the Trojan summer session celebrates its Silver Anniversary this year. Doctor Lester B. Rogers is dean.

Mary M. Fitzgerald, Deputy Superintendent of the Public Schools of San Francisco, has submitted a bulletin of information relative to the open-air classes of the San Francisco public schools. It is a comprehensive report and shows much intelligent labor on the part of Mrs. Fitzgerald.

Blake Ross, the winner of the $1000 prize in the James D. Phelan Historical Essay Contest, has been the guest speaker at a number of functions. The book, "The Golden Crucible," has been published by Paul Elder & Co., San Francisco. The first printing was in the *Overland Monthly,* Arthur Chamberlain, editor. James D. Phelan forwarded to this office a complimentary copy just a few days before his fatal illness. The book is an interesting contribution to California History.

THE A. L. A. SEES A LIBRARY

Nearly three hundred delegates to the American Library Association convention meeting in Los Angeles June 23–28, participated in four half-day tours especially planned for those who wished to see a large county library at work. Many visitors also inspected the Central headquarters at 204 North Broadway, both before and after the conference week. The delegates took great interest in the organization of the work and asked for much information.

The first tour of seventy-five miles carried the party to Claremont through one of the largest citrus belts in the county. Eight branches of the county library were visited en route. The second tour covering sixty miles included visits to the branch libraries at Burbank, San Fernando, Tujunga, La Canada, and Altadena. The third tour also covering sixty miles included calls at the Sherman branch library, and the branches at Culver City, Inglewood, Torrance, and Hermosa Beach. A longer stop was made at Palos Verdes, where the new public library building was dedicated. The fourth of the specially planned trips was made on Saturday, the last day of the conference. This tour of thirty-eight miles by way of Florence, Compton, Huntington Park, Montebello, Belvedere, and the Bandini industrial district revealed many large manufacturing plants to the sight-seers.

Whenever stops could be made the visitors were welcomed by citizen or official committees. Bouquets of lovely flowers were presented and delicious refreshments were served. The impressions received were evidently good and the remark of an eminent librarian might possibly be accepted as a summary quite gratifying to all residents of the county: "Los Angeles County has certainly distinguished herself in her libraries and in hospitality." Another remark which came again and again to the county librarian and which is perhaps the most satisfactory to the library administration was: "What a fine selection of books the county library provides, and in what splendid physical condition your books are kept."

—*From "Books and Notes," July, 1930.*

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ABOUT BOOKS

PROBLEMS IN GENERAL SCIENCE, American Book Company, publishers, Hunt and Whitman, authors, is a book of 688 pages, well illustrated, and edited with unusual care. The preface indicates that the authors have been aided by many of the leading teachers in general science in California.

MAKERS OF OUR NATION, by Reuben Post Halleck and Juliette Frantz, published by American Book Company, is a book of patriots and action; not of warlike patriots, but of Edison, Carnegie, Ford, Lindbergh, Frémont, and Kit Carson. Professor Halleck has a charming style, and presents a book not only of interest to the pupils in the elementary grades, but the general reader as well will be fascinated by his style in presenting "Makers of Our Nation."

MASTERY GRAMMAR GUIDES, Books I and II, by Erma Pixlay and Mary Frasher, published by D. C. Heath & Co. A new type of work book that makes grammar very easy for the average pupil.

RURAL SOCIAL SCIENCE, by Lundquist and Moore, Ginn & Co., publishers. Price $1.72. This book has a strong appeal at this time due to the changing conditions of the rural school. The book is divided into eight parts, and each part is a distinct and separate contribution to the social study program of the rural conditions, including the educational factors, social service, etc.

SONES-HARRY HIGH SCHOOL ACHIEVEMENT TEST, by W. W. D. Sones and David P. Harry, Jr. Published by the World Book Company, Yonkers, New York. In addition to measuring achievement in four major subject fields of the high school course, it emphasizes continuous achievement and indicates the permanence of the students' learning.

PROBLEM AND PRACTICE OF ARITHMETICS, third book, by Smith, Luse, and Morse. Ginn & Co. Scientific theory in simple and practical form, emphasizing social objectives. Generously illustrated; attractive format. The preface says, "There is an immense amount of information that arithmetics can give about American daily life, our resources, business, industries, and government." This information is incorporated in the problem material.

ERLANGER'S COLUMBIA

THE COLUMBIA THEATER is a popular, legitimate show house, under the direct management of J. J. Gottlob, the oldest and best-known theatrical man on the Pacific Coast, and under the active directorship of Ralph Pincus. The Columbia continues to give dramatic performances of unusual merit. Mr. Pincus has made arrangements for some excellent attractions. Arthur Greville Collins has been presenting Elsie Ferguson in the continental comedy of sex entitled "Fata Morgana," with Tom Douglas as the leading man.

Both Elsie Ferguson and Tom Douglas have scored a big hit in this play. It will continue until September 1, when "Young Love" will be presented.

The Columbia Theater, O'Farrell Street near Powell, always offers the best in theatrical performances. When you are visiting San Francisco you can always depend on a good show at the Columbia.

ESKIMOS AND CALIFORNIANS

HARR WAGNER PUBLISHING COMPANY of San Francisco has recently issued two new books that will be of great interest to elementary school teachers. "New Stories From Eskimo Land" is by Arthur S. Gist, former principal of the training school, San Francisco State Teachers College, and recently appointed president of the Humboldt State Teachers College at Arcata. The coauthors are Arthur Hansin Eide, formerly a government teacher among the Eskimos, and Ruth Palmer Gist, formerly elementary teacher in the University of California Demonstration School, Berkeley.

This book is far in advance of anything that has hitherto been available for school use, dealing with the Eskimo land and people. It is well-printed and bound, with many illustrations and particularly excellent in the pedagogical material and arrangement. It exemplifies the best modern educational technique.

"Our California Home" by Irmagarde Richards is a particularly noteworthy social studies reader for the intermediate grades. The author is a Stanford graduate, a former teacher in the elementary schools of California, and also at Mills College. She has used abundant conversation and her literary style is eminently adapted to the interests of children. California young people thoroughly enjoy this delightful study.

Typical chapter headings are: The Indians of the Great Valley; The Overland Immigrants; The Wheat Farmers; The Redwood Highway; Los Angeles, Queen of the Southland.

The address of the Harr Wagner Publishing Company is 609 Mission Street, San Francisco.—*Sierra Educational News.*

NEW STORIES FROM ESKIMO LAND. By Gist, Eide and Gist. *Published by Harr Wagner Publishing Company, San Francisco, California.*

BECAUSE of the recent polar expeditions of MacMillan, Stefannson and Byrd, great interest now prevails in the studies of the people and customs of these far-off lands. Although we have been studying the Eskimos for years, much controversy still exists concerning their dress, food, and homes. Do Eskimos live in houses of snow and ice or is all that sort of thing only a myth? Do Eskimos dress entirely in furs or must this old idea also be modified? How have the Eskimos changed and why? These are burning questions concerning which the schools can no longer guess. They must know the truth. Arthur Gist, principal of the Training School, State Teachers College, San Francisco, California, has called to his assistance Arthur Hansin Eide, lecturer on Eskimo Life and formerly government teacher among the Eskimos. Together with the assistance of Ruth Palmer Gist, they have prepared an authentic textbook for grade children which will clear up many of the misconceptions regarding Eskimo life. The book is written in simple story form and is especially adapted to the needs of primary and intermediate grades.—*Florence Hale in September issue "Grade Teacher."*

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Announcement

OUR CALIFORNIA HOME, A Social Studies Reader for Intermediate Grades, by Irmagarde Richards, will be off the press September 28. This book tells the story of our history as determined by our geography. Its main theme is the story of water and of man's struggle to control natural resources.

It is read easily by fourth grade children and is a distinct contribution to the social studies field. Size 8 x 5½, 80 illustrations—440 pages, including tests and activities. Price $1.20 to schools.

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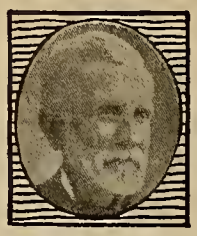

SEPTEMBER, 1930

TULLY CLEON KNOLES

College president; born in Petersburg, Ill., Jan. 6, 1876; s. Thomas Stone and Laura Ellen (Hart) K.; A.B., U. of Southern California, 1903, A.M. 1908, D.D. 1919, LL.D. 1927; m. Emily Isabel Walline of Ontario, Calif., Aug. 23, 1899; children—Lorraine Isabel, Dorothy Ann, Peter Walline, Edith Eileen, George Harmon, Gordon Elbert, Tully Cleon, Leslie Gay. Head of history dept., U. of Southern Calif., 1909-19; pres. Coll. of Pacific, Stockton, since Apr. 1, 1919. Mem. Calif. Ann. Conf. M. E. Ch.; mem. Bd. of Edn. of M. E. Ch.; mem. N. E. A. (life) So. Calif. Hist. Soc. Am. Acad. Polit. and Social Science, Kappa Alpha, Phi Beta Kappa, Pi Gamma Mu; Mason; Rotarian. Home: Stockton, California.—*From Who's Who in America (1930).*

Six of the children are teaching in the following positions: Lorraine Knoles, assistant professor of history, College of the Pacific; Peter Knoles, history department, Stockton High School; George Knoles, history department, Lodi High School; Dorothy Knoles, Latin and Spanish, Marysville High School; Edith Knoles, Spanish and history, Chaffey Union High School, Ontario; Gordon Knoles, history, Pacific Grove High School.

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You want to know the correct address of the publisher. The list below will be of help. Clip and file it where it is easily accessible when needed.

This list is of book publishers who advertised in the SIERRA EDUCATIONAL NEWS in 1929–30. Further details of their publications may be obtained by consulting their advertisements in that magazine.

Whenever possible, buy from the firms who advertise in the magazine which represents the interests of the teachers of California—the SIERRA EDUCATIONAL NEWS.

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DEPARTMENT OF RURAL EDUCATION

By HELEN HEFFERNAN,
Chief, Division of Rural Education.

The Trustees' Institute and Rural Schools

IN MOST RURAL DISTRICTS school boards are elected "to run the schools." If the boards are to function effectively, they must be kept continuously informed as to educational progress.

Doctor Almack in his book, "The School Board Member," makes many significant statements concerning the functions of school boards. These statements are particularly important: "The legal as well as the moral responsibility for the schools rests squarely upon the shoulders of the board members." "By all means they should train themselves along educational lines in order that they may have a basis of estimating whether their schools are measuring up to the demands of modern education."

Many members of local boards would welcome the opportunity to familiarize themselves with the details of school work and school administration, not only that they may participate more effectively in the duties which legally devolve upon them, but in order that they may bring a genuine appreciation to the work the Superintendent and teachers are endeavoring to promote.

The most efficient coöperative activities result from active participation of school board members in an organization. The initiation of such an organization is the responsibility of the County Superintendent and considerable preliminary work in establishing it needs to be done. With the coöperation of the teachers of the county, interest and enthusiasm can be aroused and the desired improvement in rural schools accomplished.

The plan that will be set forth in this article includes (1) a statement of the purpose of an organization of school trustees; (2) an outline of organizations; (3) round table discussion; (4) demonstration program; (5) exhibition program; (6). the open forum program.

Purpose of an Organization of School Boards

The chief purpose that should actuate the County Superintendent in developing an organization of school trustees is his desire to bring the school boards into closer touch with rural school problems in order that they may:

1. Bring understanding and appreciation to the work of all engaged in education: administrators, supervisors, and teachers.
2. Learn the actual needs of the schools.
3. Provide the best possible education for their children through their coöperative efforts and active participation.

An Outline of Organization

1. *Administration.*—The president may be selected, who is an outstanding school board member. A secretary–treasurer will be the only other officer essential to the management of the affairs of the organization. Such details as tenure of office, time and place of meeting may be determined by the board members of the county.
2. *Advisory Council.*—The organization should provide for an advisory council to consist of the County Superintendent, rural supervisors, principals, and teachers representing different types of schools. A representative from the county health unit as well as outstanding local leaders interested in educational, civic, or welfare associations might also be invited to serve on the advisory council to assist in studying the needs and purposes of the schools.
3. *Committees.*—Various standing committees to study local problems such as *health service, finance, selection of teachers, physical standards for schools,* should be appointed. Members from the advisory council may serve with each committee.

George D. Strubble in the *American School Board Journal* (LXX, 90–130) suggests a self-rating efficiency scale for school board members. Among the qualities upon which he recommends rating are: belief in public schools, willingness to learn, interest in the community, ability to coöperate, ability to withstand criticism, ability to plan for the future, loyalty to associates, sense of justice, knowledge of education, financial ability, honesty and sincerity, willingness to progress, sense of responsibility, intelligence, persistence, ability to get things done, open-mindedness, punctuality, courtesy, and good nature. A committee to study *qualities of the valuable school board member* would result in newer standards and critical self-evaluation.

Round Table Discussion

The results of a year's study on the part of various committees should constitute the basis of discussion at the meeting of the organization. It would be well to have as chairman of the different discussions a member of some executive ability and one who has served upon the committee. Recommendation should result from these conferences which can be incorporated into the policies of the various school boards. As much opportunity for participation as possible should be afforded in these conferences.

Demonstration Programs

To the layman, many modern practices in education are difficult to understand because they differ considerably from his own educational experience. Demonstrations of modern procedures should constitute a part of the County Superintendent's plans for trustees' institutes. Teachers doing superior work may demonstrate different types of school activity.

The puppet show is a valuable type of activity for demonstration purposes, as every phase of the school curriculum may be incorporated. A dramatized story which involves reading, writing, English, fine and industrial arts, expression, coöperation in group work, and development of social experiences, gives an excellent illustration of the type of educational program the progressive school fosters.

The music work in the schools is always a fruitful source of interesting demonstration at trustees' institutes. Lessons in primary reading, dramatizations, folk dances, "stunts," socialized recitations, are indicative of progressive developments in the school program that acquaint the school board members with current educational philosophy, procedures, and needs.

An Exhibition Program

Much interest has been aroused in the educational program by the excellent school exhibits arranged for the pleasure and enlightenment of the school trustees and patrons. The County Superintendent and rural supervisors must plan the exhibit to include many types of school work from all the schools in the county.

The work should be arranged in the different rooms and halls where the trustees and visitors may pass. Sometimes it is possible to arrange to have some older boy or girl in charge of the exhibit. These pupil custodians may explain the exhibit. This will itself be a good lesson in oral language work, as well as develop poise, self-reliance, a sense of responsibility, interest, and enthusiasm in their school.

Charts and posters on health, photographs of activities, actual activities in history and geography, art, woodwork, and sewing may be exhibited.

School garden exhibits, or results of some home project, are valuable.

One school exhibited its rhythm band in connection with its other school products. The performers explained how they made their instruments. This exhibit was never lacking in visitors during the time available for seeing the exhibit.

The Open Forum

Some well-known and able speaker may be invited to talk on some phase of rural education. The talks should deal specifically with some phase of improvement of rural schools and concrete illustration of ways and means of making suggestions applicable to the county situation should be given. Such topics as the following seem worthy of consideration at a trustees' institute: Legal Provisions Governing School Boards; School Budgets; The County Health Unit; Service of the County Library to Schools; Trends in Educational Method; Criteria in the Selection of Teachers; School Decoration; Schoolhouse Planning; Landscaping the Rural School Grounds; Financing Rural Education; How to Remodel the Rural School to Meet Modern Standards; Scoring the Rural School.

Following the talk, the trustees should be encouraged to participate in discussion by asking questions and contributing experiences from their own situation. Through such plans the County Superintendent can develop an intelligent interest in trustees and bring about an excellent coöperative relationship between his service and that of his lay associates to the schools.

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DEPARTMENT OF SPECIAL EDUCATION

The Problems of Handicapped Children—Physical, Mental, Social

Conducted by HILDA M. HOLMES, *San Francisco State Teachers College*

SINCE APPROXIMATELY 65 per cent of the schools in California are one-room schools, it is obvious that many handicapped children and their teachers throughout the state do not have the advantage of special classes, training, clinics, and the advice of experts.

Many teachers are starting this school year wondering how best to help some pupil with poor eyesight, or a speech defect, or with some physical or mental handicap. It is hoped that, in such cases, the experiences of the following teachers may prove helpful:

How the Regular Classroom Teacher Can Help the Stammerer in the Classroom

By KATHARINE INGLIS, *Vice Principal*
John Swett Junior High School, San Francisco, California

IT IS GENERALLY SUPPOSED that the classroom teacher is unable to help a stammerer unless she has had special training for the work.

Special training is of course necessary for actual corrective work, yet the assistance of the classroom teacher plays a vital part in obtaining results. The classroom represents an environment which the stammerer must contact and eventually conquer. The teacher reigns supreme in the classroom, and it is through her understanding and efforts that the stammerer may receive great help.

The necessary thing to know is that stammering is an emotional disturbance, not a speech defect. There is nothing physically wrong with the child's speech organs. When he starts to talk he suffers from mental confusion, and the struggling we see in his effort to talk is simply the physical manifestation of the emotional disturbance.

This mental confusion is increased by embarrassment, by a feeling of inferiority as regards speech, and by fear of being laughed at or criticized by the teacher or others. These fears are so real to the stammerer that he seems unable to overcome them. Here you, as the classroom teacher, can be of real assistance.

1. Talk with the stammerer alone, tell him that you realize his difficulty and would like to help him, thus showing him that you are "with him," not "against him." Establishing a friendly, helpful attitude at first is important, as stammerers have a strong fear of most teachers.

2. Allow him to choose his own seat. Some stammerers prefer front seats while others feel more comfortable at the rear of the room.

3. Persuade him to talk slowly both to you and before the class. Let the child feel by your actions as well as by your words that he really does not have to hurry when he talks.

4. Excuse him from all recitations at first. Then call on him for very short answers until he gets used to facing the class. With this sort of treatment the stammerer eventually gets to the stage where he will volunteer.

5. Always call on him when he volunteers.

6. Give him responsibilities about the room that will develop self-confidence and initiative.

7. Send him on errands where very little talking is required.

8. Encourage him, privately at first, every time he makes the effort to control himself. If he does not succeed, do not scold or nag him, but give him credit for trying and leave the constructive thought with him that his speech will be better next time.

9. Gain his confidence so that you will be able to give him the moral support he needs until he can control himself.

10. Encourage him in habits of health, such as plenty of sleep, games, athletics, and contests on the playground.

11. Be firm with the class and stop any mimicking of the stammerer. A snicker from a classmate may discourage a stammerer so that it will be days before he will try to recite again.

12. Know the parents and get a glimpse of the child's home life. Convince the mother that the training should be such as will develop the better qualities of his character.

The question of reward for the classroom teacher is of course beside the point, but the teacher who is possessed with patience, courage, and enthusiasm can eventually bring the child to see that the foundation of the entire cure of stammering is *rest—relax—let go.*

Suggestions for Rural Teachers Who Come in Contact With Children Suffering From Defective Vision

By Emilie Heggum, *Teacher of the Conservation of Sight Class, Sanchez School, San Francisco*

The first step to be taken when a teacher becomes aware of the fact that a child is suffering from defective vision is to have him visit an oculist—an eye physician. An examination must be made to diagnose his trouble, to determine the degree of the handicap, and to correct it, if possible, with the proper lenses.

During schooltime the child must be given every consideration for conserving his sight. A movable desk will enable him to change about to get the best light, to hear more clearly, and to read from the board with ease.

In doing board work, the child must be taught to write a large hand and not to crowd his work. He must erase properly, that is, with downward strokes, leaving the board black. A medium soft chalk will do. "Old Faithful–Sterling" put out by the American Crayon Company has proved satisfactory.

For writing, soft, heavy, black lead pencils are best. "Black Knight" No. 6379 is a good brand, or a medium drawing pencil that does not rub easily is suitable. Unglazed, slightly rough, cream-colored paper, ruled with green or black lines about three-fourths of an inch apart is ordinarily used. The sheets are about nine by twelve inches; they can be cut or folded so that several sizes will be available.

Rather than allow the pupil to read small print from the regular text and supplementary books, the teacher should endeavor to read the assignment to the child or allow a dependable classmate to do so. Books printed in large, clear type may be ordered from the Clear Type Publishing Company, 36 Elston Road, Montclair, N. J. In the lower grades, most of the readers and charts are prepared in larger type, and these can be used without harm to the child. As much work as possible should be done orally; tests, for example, can be recited instead of written, as well as language and compositions.

For combinations in addition, subtraction, multiplication, and division, excellent flash cards can be obtained from the Jones Manufacturing Company, Alhambra, Cal. These are self-corrective.

Drawing is not attempted. However, posters can be made from colored paper, cut out free-hand. Blunt scissors are used. Colored envelope linings and plain and fancy tinfoil make attractive coverings for flower pots, boxes, and jars. The paper is cut into various shapes, pasted onto the object, being sure that ends are neatly finished. A coat of shellac adds to the looks of the article. The minimum use of the eyes is required for this work and so there is no eyestrain. Magazine covers can be cut and rolled to make beads. Plasticene objects to illustrate stories or projects are easily made.

For seat work for the younger child an abundance of material can be chosen from Milton Bradley. Large wooden beads can be strung on shoe laces, teaching the child to count and to recognize various shapes—squares, cylinders, and balls. Matching numbers on calendars teaches figures, combinations, number of days in a week, etc.

Typewriting can be taught, should the rural school boast of such an asset as a typewriter, as early as the fourth grade. Curry's Touch Typewriting Manual is used because it is reprinted in large type. James S. Curry, 1516 Alameda Avenue, Cleveland, Ohio, is the author. When a child has learned to use the typewriter, he can prepare lessons without eyestrain. The teacher, however, must keep in mind that typing is not taught as a vocation. Typists need good eyes for their work.

Very valuable material pertaining to sight saving can be had for the asking. The National Society for the Prevention of Blindness, 370 Seventh Avenue, New York City, N. Y., will gladly furnish any of their pamphlets.

The Sunshine School and the Education of Crippled Children

By Carrie Daly, *Principal, Sunshine School, San Francisco*

The aims and purposes of the Sunshine School, San Francisco, are to give to every physically handicapped child the best education it is possible for him to assimilate, to help him to attain the best physical condition possible to him, and to assist him in finding his place in the world's work.

Our school day is the same as that of the regular school, with a modified program in some instances, and special activities for many of the children. Manual training and sewing for the older pupils; weaving and printing, woodwork, toymaking, and craftwork adapted to the ability of the little ones, are included in the day's program. The pupils are encouraged to do all they can for themselves and for others. They are trained away from feelings of self-pity to those of hopefulness and cheerfulness. Mentally they are not handicapped; therefore, the courses of study followed are those used in the other public schools. Games and other such activities are modified to meet the individual or group needs. No physical exercise or posture work is given any child unless the coöperation of the home and the consent of the physician or worker in the case has been obtained. Not only the physical education teacher, but all the teachers in the school work together in this effort, since one of the aims of the school is to aid in physical restoration. In every possible way the physique is built up and health habits are instilled. Each child has his cot and blanket and spends one hour of the day resting in the open air.

When a child has adjusted himself to the group or has overcome his physical handicap to the degree that the regular school is the place for him, we transfer him to his former school. Many of the pupils who enter have been out of school for so long that teaching becomes an individual process, but we try to group them as soon as possible, because socialization and school adjustment are the needs of these children.

We have found some methods, or rather tools, that make it possible to give the solitary child, handicapped, and yet having to be in a regular school, the joy of learning with others. Geography can be taught to such a child through the making of maps. Whenever a handicapped child can use his hands to make a thing, he learns more easily. This year we are using the making of picture maps. A piece of unbleached muslin is stretched over a blotting paper or a layer of newspaper, to absorb water; and then with ink, water color, or crayon any child can sit at his desk and make the map, put in the rivers, cities, mountains, dress up the figures according to their occupations, make the pictures of the principal business of the locality, and embellish his map even further with pictures or drawings. Any railroad company will send a few of their maps of this type, so that the pupil may have some model at first. Small clothespins make wonderful mediums for dressing, to show peoples and customs. We also use sand-table maps. A large breadpan can be used, or a sand table can be made by putting sides on a discarded school desk or table. Plaster of Paris is a very fine medium to use in making the relief maps. It can be put on with a brush, and when dry does not crack; it takes color, either paint or colored blackboard crayon. Any child who can use his hands at all can make these maps and use them for history or geography. Seeing and doing are the best ways of keeping the lone pupil busy and learning along with the normal pupil.

We have found that the handicapped child has been encouraged to do the one thing that he does easily, for so much of the time, that he longs to do the things that other children do, so we let him work with them and give him work such as the above to make him feel he is really a part of the class and can contribute to it. In our school we use rhythm in as many ways as possible. Even arithmetic can be taught in this way. A handicapped child learns to use his hands faster, through using balls —large rubber balls such as are used in kindergarten, since

they are soft and cannot hurt him. Any number of ball games may be used to teach numbers, even the multiplication tables. The little child can do much of this work alone, or an older pupil can keep an eye on the game if the teacher is busy with others.

The Mentally Handicapped Child in the Regular Classroom

THE TEACHING of reading, writing, and arithmetic to mentally deficient children is never productive of much result, although it is true that some of the high-grade ones do learn to read the newspaper and other simple material, do learn to market and to make change fairly well, and do manage to write a simple letter.

If the children enjoy these simple phases of the three R's, that justifies the effort spent on them. Furthermore, the participation in these activities makes these children seem less set apart from their more intelligent fellows; and if they can master any of this work at all, they have a right to the opportunity to accomplish what they can.

If a teacher has one such child in her room, an individual program should be planned for him involving a variety of activities, handicraft, and vocational work. "The Retarded Child: How to Help Him," by Arnold Gesell, published in 1925 by the Public School Publishing Company, Bloomington, Ill., is full of practical suggestions for planning such a program.

The following illustration shows what may be accomplished in making such a child the center of a project. A teacher of a one-room rural school had one mentally deficient child among her pupils. In his case the weaving of rag rugs seemed a desirable occupation, but he had no worktable, loom, or materials.

After class discussion as to ways and means of helping X to get these things, it was decided that the older boys should make a table and simple loom, as part of their manual work. Other pupils brought rags to school. They helped to tear, sew, and dye them. They read up on methods of weaving, created designs that X could use, and took a great interest in helping him.

Due to the way in which this teacher handled the problem, X became a socializing agent in that class instead of a drag, since he was one of the means of evoking a fine, helpful class spirit.

The Psychology of Blindness

"THE WORLD OF THE BLIND," by Pierre Villey, translated by Alys Hallard and published this year by Duckworth, is a book well worth reading.

M. Villey, who is professor of literature at Caen, has been blind since he was four and a half years old, and his only visual memory is of a picture of the sacrifice of Isaac that was in the family bible.

In this book, he shows in what sort of a world a blind man really lives, the nature of his environment, and how he deals with it. According to his showing, "the world of the blind" is not so different from the world of the seeing as is generally supposed, nor do the blind have unusually acute senses to compensate for the lack of sight.

Sight has become for man the "master sense," largely through the habit of translating the data of the other senses into visual terms, mainly a matter of convenience. There are, however, important factors in our mental life that have nothing to do with sight and in connection with which the use of visual symbolism is unnecessary, *e.g.*, ideas of number.

Doctor Pierre Janet has characterized the chapters on the development of the idea of space as "particularly profound" and "a remarkable contribution to psychology in general."

M. Villey gives some noteworthy examples from his personal experience of how tactile and kinæsthetic perceptions may be used to build up a "picture of the outside world" which, in its way, is as vivid and solid as that picture built up by the seeing.

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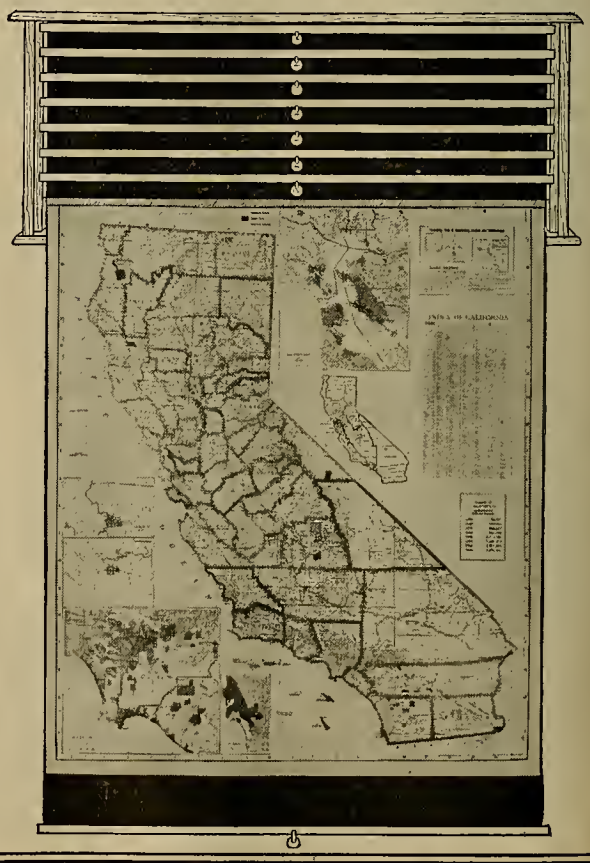

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The Sacramento Valley early in September is a place of delightful contrasts.

The Coast Ranges and the Sierra Nevadas are mostly hidden in valley haze.

The counties of Solano, Yolo, Glenn, Tehama, Shasta, Sutter, and Yuba have seen the harvesting of the barley and wheat fields and the sheared sheep have been turned into them.

The prune orchards are a silver blue with breaking branches.

The peach and cherry orchards have had their last irrigations and are in a last burst of green leaves and setting buds before first fall frosts.

The elms, oaks, poplars, and willows are finishing out their summer's work with their thickest foliage.

Around Willows the rice fields are still green and the rice is heading. Mosquitoes and red-winged tule blackbirds hover over reeds and rushes.

Between Orland and Red Bluff are the barren lands, given to the raising of turkeys. At night great flocks roost out in the open fields on poles—gobbling, black dots. Sheep dogs herd the turkeys in.

A land of oaks by the tens of thousands.

From Red Bluff to Redding, an up-grade grazing land—Herefords.

Dryness, except in the rich bottom land of poplar trees along the Sacramento River.

Colusa—a shadowy city of hundred-foot trees of elm and English walnut.

Chico—a young old city of beautiful houses, schools, colleges.

Schools starting everywhere—new school busses, new students, old teachers, new teachers, a new school year.

In the fulsome artistry that is the accepted prerogative of the metropolitan dailies of California, especially of that region south of the Tehachapi known as Los Angeles—a village, an appendage to Hollywood to most of the world—there has this past year come many euphonious remarks regarding the "Cow Counties of California." There may be and undoubtedly is much justice in the ire that has been aroused concerning the unreapportionment problem in California.

No taxation without representation is an American axiom. The problem will in all probability be solved satisfactorily to North and South this next year, but we feel that the term "Cow County" should not be considered hereafter as an opprobrious epithet, but as something denoting the power and dominance of the West.

The first bulwarks of civilization were in the hands of the pastoral peoples. Pastoral peoples ever have been the frontiersmen. It is only within the past forty years that the lands west of the Rockies have yielded to intense cultivation.

A "Cow County" has something to it that is different and strong. It is this feeling that is a part of Tehama County and of Red Bluff, the county seat. The town has a strength and virility perhaps caused by the overshadowing of Mount Lassen or the mountain winds that sweep up and down the valley.

The early settlers to California sought out spots where grazing was the first consideration, and Tehama County is still dominated by the descendents of these first settlers.

In education, as in all else, Tehama County has gone ahead solidly. The Red Bluff grammar schools have been for the past sixteen years under the superintendency of John D. Sweeney, a native son and a graduate of the University of California. To few men have been given the opportunity that has been Superintendent Sweeney's for educational work in one county. For thirty-eight years Mr. Sweeney has been a power in Tehama County schools. Fourteen of these years were as head of the Tehama Grammar School, eight in business in Red Bluff, and the last sixteen in his present position. All told, thirty years of school work in two positions. For twenty of these years Mr. Sweeney was a member of the Tehama County Board of Education.

The completion this summer of the new Red Bluff Grammar School was an outstanding achievement. The building was built at a cost of $95,000. It is a one-story structure, class C construction with brick veneer. Classrooms stretch along the front of the block while the offices are at one end and the kindergarten at the other. Two wings include classrooms and four lavatories. There are sixteen classrooms in all. The classrooms are twenty-three feet by thirty-two feet each, equipped with sliding blackboards, display tack boards, and cloakrooms with steam-heated drying racks for children's apparel. The entire building is heated by steam by American Ideal Radiators. The office suite includes an office, reception room, and clinic-room, and adjoins the library. The kindergarten is a large room with an outside sunporch. All floors are covered with battleship linoleum.

Of special rooms, there are the cooking and sewing room and the manual training room. The sewing-room and the cooking-room are equipped to handle sixteen students in each department. There is an attractive teachers' room with kitchenette. Each room in the building is wired for radio reception.

The building has a most attractive appearance and is well arranged for school work. Some ten pieces of playground apparatus have been placed in the square between the wings of the building.

Superintendent Sweeney will have an enrollment of around six hundred pupils. There are seventeen full-time teachers and part-time music teachers employed.

Mr. Tinkle, a recent graduate of the Santa Barbara Teachers College, will have charge of instruction in the work of cement, wood, sheet metal, electric house mechanics, art metal, silver, and copper in the Bakersfield grammar schools. A new course of study in reading for the fifth, sixth, seventh, and eighth grades has just been completed by a committee and goes into effect this fall.

The Red Bluff Union High School under the principalship of Robert R. Hartzell is doing for secondary education in Red Bluff what Superintendent J. D. Sweeney is doing for elementary education. Since 1922, Mr. Hartzel has been building up a remarkable high school in his community. He has a faculty of thirty-three teachers and an enrollment of students that number nearly 450. Of great importance was the inclusion this year of ten new elementary school districts within the Red Bluff Union High School district, bringing the total to twenty-eight elementary school districts. An evaluation of $1,500,000 was added to the district, raising it to more than $10,000,000.

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The high school runs seven school busses, two of which were purchased this summer. Improvements have been made in the grounds of the high school by the addition of a half block of property, and by the recent closing of streets and alleys, between the high school properties, by the city.

C. K. PRICE, District Superintendent of the Orland Grammar Schools, has more than four hundred pupils this year.

W. H. HUDSON has been elected to the principalship of the Orland Union High School. Mr. Hudson last year was employed in the Martinez High School.

CARL SHATTUCK, one of the University of California's greatest hammer throwers, has deserted agriculture to teach chemistry in the Maxwell Union High School.

THORNTON H. BATTELLE, principal of the Maxwell High School, has a 25 per cent increase in attendance this first semester. An addition to the gymnasium is being made and plans are being laid for the erection of a shop building.

MISS EDITH GANTT, head of the Solano County Free Library, for only one month, is already considering plans for a $40,000 new county library building that is to be built on the block opposite the high school in Fairfield.

MISS E. R. MORSE has been secured by Miss Gretchen Flower, Tulare County free librarian, as head of her children's department.

MISS PERLE SANDERSON, Superintendent of Colusa County Schools, had no opposition this last campaign. She will commence her twelfth year as County Superintendent.

MRS. FAYE KNEESHAW RUSSELL, librarian of Glenn County Free Library, has a wonderful location for her work in her new quarters in the $100,000 American Legion Building in Willows.

MISS NANCY C. LAUGENOUR, librarian of the Yolo County Free Library, supplies books for four thousand school children; five hundred of them are high school pupils, in addition to fourteen branches and a junior college clientele.

FRANK A. FORDERHASE, supervising principal of the Redding Grammar Schools, is out for the golf championship of the superintendents' convention at Lake Tahoe.

LAWRENCE E. CHENOWETH, Superintendent of the Bakersfield Grammar Schools, has organized the seventh and eighth grades of four of his schools upon the junior high school basis for the opening of this school year. The buildings of these schools have been remodeled so that science, social studies, shop work, and library work can motivate according to junior high school standards.

R. T. NEIDFFER was secured by Mr. Chenoweth to have the charge of general supervision of the primary grades, cafeterias, and industrial training. Mr. Neidffer will make a definite attempt to raise the standard of reading in the Bakersfield grammar schools.

MR. CHENOWETH has just had completed a $50,000 eight-room and kindergarten school named the Horace Mann, which was built especially for activity teaching. This is the first school in California we know of that was planned and built with the activity program wholly in mind. In addition, the Roosevelt school has been rearranged for activity work.

THE TEACHER

How far the teacher's craft has sped
Since country schools were painted red!
Then pedagogy's only need
Was to teach tots to write and read,
And maybe bound their native state
And do subtraction on a slate.
The teacher lived a life of ease,
Of simple sums and A B C's,
Earned admiration, and inspired it,
And licked the kids when they required it.
But now her work is never through—
She has to have a high I. Q.,
And understand, from A to Z,
The facts of child psychology,
And be proficient from the start
In music, drama, dance, and art.
She must explain the truths of science
In terms to suit her youngest clients,
And teach them how to cook and sew
And build a homemade radio,
And satisfy the stern inspectors,
The principals, the school directors,
And go to teas and put on plays,
And cultivate the P.-T. A.'s,
And to be certain of success,
Be chic, yet modest as to dress.
It would for me, I greatly fear,
Be too exacting a career,
And yet I'll give the teachers credit—
They don't exactly seem to dread it.

—*Stoddard King, Author of "The Queen's Garden" and other books of verse, "Spokesman Review," Spokane, Washington.*

Mr. John Gill, Superintendent of Schools at Redwood City, was sent to Atlantic City by the Redwood City Kiwanians as a delegate to the Kiwanis Club International Convention. Stopovers were made at Santa Fe, Kansas City, Dayton, Ohio, and Washington, D. C., where the 150 members on the California special train were entertained by the local organizations.

Following the convention, Mr. Gill sailed for England to spend his vacation visiting his mother in Cornwall.

The Redwood City schools opened this fall with an enrollment of 1826, an increase of 214 over last year. Every classroom in the city is occupied. The new McKinley School, built in 1928 in the hope that it would take care of the increase for the next four or five years, is already crowded. Two sites are now owned by the district, one containing seven acres. A district is wise which secures abundant land ahead of its needs, at low prices.

Part of the school property now in use is in the business district and can eventually be sold to take care of a future building program.

Redwood City is now an industrial city. It has good harbor facilities and if the Western Pacific wins its fight to come onto the Peninsula at that point, the city will develop rapidly.

Miss Edith Patton, principal of the Walter Hays School at Palo Alto, spent the summer abroad. She was gone three months, spending the time in England and on the Continent. Her trip included a journey through Spain.

Miss Ona Ring is the new principal of the Sherman School in Palo Alto. Miss Ring was formerly principal of the Washington School in Lindsay, Tulare County.

Miss Martha Ferguson of the Sacramento City Schools and member of the Sacramento County Board of Education spent the summer studying at Columbia University.

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The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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NEWS AND COMMENTS

By HARR WAGNER

PRESIDENT BOWMAN of the University of Pittsburgh is the subject of an article on "The Poets' Cathedral" in the September issue of *American Mercury*. It is not only food for thought, but a regular feeding trough for the stimulation of all sorts of mental activities. It forces the conclusion that the contributions of private and corporate wealth do influence academic freedom. This quotation from Bowman is a new way of putting an old truth: "A college graduate that ranks 100 per cent in intellect but only 50 per cent in motive may be of danger to the state." It is only a new way of stating that it is not what we know, but what we are, that makes for good citizenship.

A SPLENDID RECORD! F. H. Clark, born in 1860, has reached the age limit for retirement from the San Francisco school department. His name has been connected with the Lowell High School for more than fifty years. Professor Clark, as citizen and teacher, has made a valuable contribution to his city and state, and it is the city and state in turn that will give him a retirement salary which will enable him to enjoy his well-earned margin of time over the three score years and ten.

W. W. TRITT, Assistant Superintendent of Schools of Los Angeles, died recently. He suffered from an acute attack of indigestion. Mr. Tritt spent many years in educational work in the city of Los Angeles. He had many friends and was a vigorous, progressive, and forward-looking schoolman. He was noted for loyalty to his friends and as a man of real service in all the activities of an educational career.

PERCY DAVIS, author of "State Publication of Textbooks," has been elected Assistant City Superintendent of Santa Ana. Mr. Davis resigned a few years ago from the city superintendency of San Bernardino to become actively engaged in business in San Francisco. He also enrolled for a doctor's degree in the University of California, and used for his thesis a study of the publication of school textbooks by the state.

THE BOARD OF SUPERVISORS of San Francisco has submitted to the people an amendment to the charter providing for the election of the Board of Education by the people. If this measure should become a law, it would undoubtedly change the *personnel* of the present Board of Education.

While there is no doubt in the minds of the voters that the people who drafted Charter Amendment 37, providing for the appointment of a Board of Education by the Mayor and the confirmation of the nomination by the electorate, failed in its purpose, however, in view of the election of a Board of Freeholders to draft a new charter, it is doubtful if much interest will be taken in the amendment. There is no doubt that in a democratic form of government the school board should be elected by the people. There will be mistakes, of course, but no government by the people will be perfect until the people themselves are perfect. In the meantime, it is interesting to stand by and "watch the wheels go 'round."

THE DAY of big salaries for those at the top and low salaries for those at the bottom is past. The *Saturday Evening Post* in a well-considered editorial a few weeks ago called attention to the $100,000 per year salaries and large bonuses paid to heads of the great corporations, and the *American Mercury* in the September issue in an article entitled "The Insurance Racket," exposed the salaries paid to heads of insurance companies, and to the sons, nephews, uncles, and aunts who are carried on the payrolls for large amounts. It is an old adage that the laborer is worthy of his hire, but it has not been finally determined whether any man has a commercial value for personal service equal to $100,000 per year. The public may be wrong, but it is a fact that California pays its Governor only one-tenth of the amount that corporation heads receive, and the City of San Francisco, always willing to give "Sunny Jim" James Rolph a big majority of its votes, refuses to vote to increase the salary of the office. So it remains at $6000. Many schoolmen get larger salaries than men who control the destiny of state and nation. Government is no longer a political job. It is a big business. The whole system needs radical readjustment. Unless the men, the men who control the billion-dollar and the million-dollar corporations, meet the new conditions of social welfare in terms of the new product of the public schools, then we are threatened with a worse condition than a repetition of the world war.

The young men and women in our junior high schools, high schools, junior colleges, and universities must be reckoned with twenty years from now as a new intellectual force demanding readjustment of the increasing flow of wealth from the many to the very few.

THE OVERLAND MONTHLY for September published a very unique picture of Mount Shasta, showing the features of Joaquin Miller in the rugged contour of the mountain. There is also a poem to the picture and the mountain by Beatrice Beebe called "A Finished Symphony," in memory of Joaquin Miller. Miss Beebe is an accomplished teacher of English in the high school at Eugene, Ore.

SUPERINTENDENT VIERLING KERSEY has issued a bulletin program for the annual convention of City and County Superintendents at Lake Tahoe September 29 and 30, and October 1 and 2. Among the speakers will be Robert Sproul, Chester Rowell, Ernest C. Moore, Mrs. Louise Sooy, and Fletcher H. Swift. Many of the newly elected Superintendents will be present. The State Legislature meets in January, 1931, and a new Governor for the next four years puts an edge on the work of the legislation section of the convention.

ANNA IRENE JENKIN, who initiated the present California Kindergarten Law and devoted much time to create public sentiment in its favor, was a recent visitor in Northern California. She is teaching in the Los Angeles city school system and lecturing on educational topics, the Parent–Teachers Association, and other groups allied with social and educational welfare. She resides at 344 South Boyle Avenue, Los Angeles, Cal.

CAREY MCWILLIAMS, author of "Ambrose Bierce," a biography, has a fascinating article in the September issue of the *American Mercury*, in which he devotes several pages to the League of Western Writers. While there is an undercurrent of humor, and an inclination to overestimate his own ego and underestimate the poets who overvalue California sunshine in their

effusion, the article nevertheless is readable and stimulating. The annual convention of the league will be held at the Hotel Claremont, Berkeley, October 15, 16, 17, and 18, under the direction of Ethel Cotton, president, and Harry Noyes Pratt, secretary. A very excellent program has been announced. Write to the League of Western Writers, 1024 Phelan Building, San Francisco, for copy.

The State Department of Education has issued recently a very interesting bulletin entitled "California Junior College Mental Educational Survey," by Walter Crosby Eells of Stanford University.

Oakland, a Story for Children, has been written by a group of Oakland teachers and published by the Board of Education. Superintendent Givens wrote the preface, and in it he places special emphasis on children having a real knowledge of their home community. This is important. The foundation of a child's knowledge lies in the facts nearest to it. The home, the community, the state, the nation, the world, and then the unknown is the procedure in the acquirement of knowledge. Oakland is to be congratulated on its new textbook.

Paul Elder of the Paul Elder Gallery, 239 Post Street, San Francisco, has issued his fifth series (1930) of Literary Events. He has on his list such interesting names as Stewart Edward White, Brother Leo Ellery Walter, Doctor George D. Lyman, and others. Paul Elder's activities, both in his beautiful bookstore and in his series of entertainments, contribute to the social and cultural welfare of California.

The Lick Mechanical School, the Lux School, the Wilmerding School, all under the directorship of George A. Merrill, have recently issued some fine bulletins. The Lux School Bulletin No. 6 is a very attractive publication. These great schools under Mr. Merrill's leadership have accomplished much the last thirty years. There has been no flare of trumpets, no great buildings, no seeking after notoriety, no reformers, but steady, progressive work, and achievement for young men and women. When Mr. Merrill's work is properly appraised, it will have a place among the great accomplishments in Western Educational Development.

Vierling Kersey has issued an important document calling attention to the fact that fire insurance on school buildings is handled without guidance and proper appraisal. Many schools are paying for more insurance than the buildings are worth. Insurance companies do not pay on the face value of the policies, but on replacement value, and sometimes on the sale value of property. Therefore, why pay premiums on policies that, in case of fire, are not collectable? We trust that Mr. Kersey will work out the insurance problem in his usual practical way and save the state many thousands of dollars that are being paid to insurance companies without proper guidance and appraisal.

Over $4,000,000 in California Teachers' Retirement Fund:

The expense for administering the fund has been approximately 1.7 per cent.

Two thousand sixty-three teachers have been retired since 1913.

The sum of $6,097,137.42 was paid to retired teachers from 1913 to June 30, 1930.

The sum of $582,350.53 was paid into the fund July 1, 1930. This represents 5 per cent of the state inheritance tax.

We estimate that 600,000 will be invested during this year, making a sum invested June 30, 1931, over $6,000,000.

The net growth of retired teachers during 1929–30 was 94.

There are 1417 retired teachers now on the retired list.

Balance on hand, $52,200.56.

Investments, $4,424,900.

Total on hand and invested, $4,477,100.56.

From the report of Superintendent Kersey.

Miss Evelyn Miller of the San Jose High School faculty has recently directed the publishing of "Extra Curricular Activities for the Spanish Department." The book is attractively bound and printed and is the work of students in the print shop in the school. Walter Bachrodt wrote the foreword. The book is dedicated in these words:

To

WALTER L. BACHRODT

and

RAYMOND B. LELAND

Who encourage, when plans fail,
Never interfere in details,
And hold out the helping hand at all times,
This little handbook
is dedicated.

F. Stanley Powles has been reëlected District Superintendent of the Crescent–Elk Elementary School District at a splendid increase in salary, and on August 28 he dedicated a magnificent new school building said to be the finest and most imposing elementary school in Northern California. Many of the state and county officials were present and an immense throng packed the unusually commodious and beautiful auditorium. Mr. Powles had entire charge of the big undertaking and the elaborate program was a signal success.

BOOKS AS COUNSELORS

Consider what you have in the smallest chosen library. A company of the wisest and wittiest men that could be picked out of all civil countries, in a thousand years, have set in best order the results of their learning and wisdom. The men themselves were hid and inaccessible, solitary, impatient of interruption, fenced by etiquette; but the thought which they did not uncover to their bosom friend is here written out in transparent words to us, the strangers of another age. We owe to books those general benefits which come from high intellectual action. Thus, I think, we often owe to them the perception of immortality. . . . Go with mean people, and you think life is mean. Then read Plutarch, and the world is a proud place, peopled with men of positive quality, with heroes and demigods standing around us, who will not let us sleep. . . .

It seems, then, as if some charitable soul, after losing a great deal of time among the false books, and alighting upon a few true ones which made him happy and wise, would do a right act in naming those which have been bridges or ships to carry him safely over dark morasses and barren oceans, into the heart of sacred cities, into palaces and temples.—*Ralph Waldo Emerson.*

The appointment of Mabel Gillis, to succeed Milton J. Ferguson, who becomes director of the public library of Brooklyn, N. Y., will please and delight all those interested in a progressive library service in California. Miss Gillis is the daughter of J. L. Gillis, formerly state librarian, and has been connected with the state library since 1904 and is well qualified by experience and study for the position.

From the total training during childhood there should result in the child a taste for interesting and improving reading which should direct and inspire his subsequent intellectual life. That schooling which results in this good taste for reading, however unsystematic or eccentric that schooling may have been, has achieved a main end in elementary education; and that schooling which does not succeed in planting this taste has failed.—*Eliot.*

Boys, keep your record clean.—*John B. Gough.*

An honest man's the noblest work of God.—*Pope.*

INSTITUTES AND CONVENTIONS

SEPTEMBER 29–October 2.—California School Superintendents' convention at Tahoe Tavern; Vierling Kersey in charge.

October 13–15.—C. T. A. North Coast Section annual convention and teachers' institute at Willits; Del Norte, Humboldt, and Mendocino counties; Fred Patton and Lena Guidery in charge; Mrs. Annie R. Babcock, secretary.

October 20–24.—Northern Section joint teachers institute at Chico; Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Tehama counties, and Chico city; Jay Partridge and Mrs. Vivian Long in charge.

October 29–31.—Yolo County institute at Woodland; Mrs. Rowena Norton in charge.

November 24–26.—San Joaquin County teachers' institute at Stockton; Harry Bessac, presiding.

Northern Section joint institute at Sacramento; Amador, Eldorado, Sacramento, Sutter counties, and Sacramento city; Charles C. Hughes and R. E. Golway in charge.

December 15-17.—C. T. A. Bay Section convention and teachers' institute at San Francisco; Mabel Ellis, presiding; Earl G. Gridley, secretary.

December 15–19.—C. T. A. Central Coast Section convention and teachers' institute at Santa Cruz; Edna H. Young, presiding; T. S. MacQuiddy, secretary.

December 17–19.—C. T. A. Central Section convention and teachers' institute at Fresno; Fresno, Kings, Madera, and Mariposa counties, and Fresno city; May R. McCardle, presiding; Louis P. Linn, secretary.

Kern County institute at Bakersfield; Kern County, Bakersfield city; Lawrence Chenoweth and Herbert Healy, presiding.

Merced County institute at Merced; C. S. Weaver in charge.

Tulare County institute at Tulare; J. E. Buckman in charge.

ELECTION OF COUNTY SUPERINTENDENTS

THE FOLLOWING list includes the names of those who will serve as County Superintendents of Schools, 1931 to 1935, with the exception of Imperial, Madera, Santa Barbara, San Joaquin, and Sutter counties. The election in November will determine the successful candidates in these counties:

Alameda, David E. Martin; Alpine, Mrs. E. M. Bruns; Amador, Wallace Wilson; Butte, Jay Partridge; Calaveras, Charles F. Schwoerer; Colusa, Perle Sanderson; Contra Costa, William H. Hanlon; Del Norte, Harold Jenkin; Eldorado, E. J. Fitzgerald; Fresno, Clarence W. Edwards; Glenn, Edgar P. Mapes; Humboldt, Mrs. Bertha Murray; Imperial, Kathryn E. Watts and C. B. Collins; Inyo, Mrs. Ada Wardle Robinson; Kern, Herbert Healy; Kings, Mrs. Elsie I. Bozeman; Lake, Minerva Ferguson; Los Angeles, H. S. Upjohn; Madera, W. L. Williams and Mrs. Mary Clawson; Marin, J. B. Davidson; Mariposa, Mrs. Lottie J. Wegener; Mendocino, Fred D. Patton; Merced, C. S. Weaver; Modoc, Charles Torreson; Mono, Mrs. Nora Archer; Monterey, James F. Force; Napa, Eva Holmes; Nevada, Mrs. Ella M. Austin; Orange, Ray Adkinson; Placer, Mrs. Portia Moss; Plumas, Leola Riffe; Riverside, Ezra E. Smith; Sacramento, R. E. Golway; San Benito, Blanche Davis; San Bernardino, Ida M. Collins; San Diego, Ada York; San Francisco, J. M. Gwinn; San Joaquin, Harry Bessac and John R. Williams; San Luis Obispo, Robert L. Bird; San Mateo, Pansy J. Abbott; Santa Barbara, Melvin E. Bowman and Mrs. Muriel Edwards; Santa Clara, J. E. Hancock; Santa Cruz, Edna H. Young; Shasta, Bertha Merrill; Siskiyou, L. S. Newton; Solano, Dan H. White; Sonoma, O. F. Staton; Stanislaus, A. G. Elmore; Sutter, Mrs. Minnie M. Gray and George Algeo; Tehama, Mrs. Alta Ohrt; Trinity, Mrs. Clara E. Kreiss; Tulare, J. E. Buckman; Tuolumne, G. P. Morgan; Ventura, Mrs. Blanche Reynolds; Yolo, Mrs. Rowena Norton; Yuba, Mrs. Agnes Weber Meade.

MODERN GIANTS

THE SPELL which "Jack the Giant Killer" cast over us in the days of our youth is never quite dispelled—giants always seem to hold a fascination for the human element, young and old.

The latest "Giants" to be created can be seen by motorists and train passengers on Route No. 2 just outside of Sandusky, Ohio, between Toledo and Cleveland.

The "Giants" are the world's largest box of water colors and crayons and have been

erected as a highway exhibit by The American Crayon Company. They are shown in the accompanying illustration, the huge size of the display being made quite evident by comparing it with the size of the young artist.

The water color box is ten feet long and the crayon box three feet wide.

IF TIME is precious, no book that will not improve by repeated readings deserves to be read at all.—*Carlyle.*

SOME BOOKS are to be tasted, others to be swallowed, and some few to be chewed and digested.—*Bacon.*

GOD be thanked for books. They are the voices of the distant and the dead and make us heirs of the spiritual life of the past ages. —*Channing.*

NONE but the brave deserve the fair.—*Dryden.*

"I can say truly and frankly"

writes one county superintendent to another, "that I have never seen such results as my rural teachers have secured from the Cordts readers. I have never before introduced a new textbook but what some teacher or perhaps several expressed a dislike for it. The Cordts has taken my teachers completely off their feet. This may seem overdrawn, but the success of the primer has gone so far beyond my expectations that I cannot help being enthusiastic about it. . . .

"You may use this any way you see fit, and I shall be willing to be quoted that I have never seen anything to compare with the Cordts books in rural schools.

"We made arrangements with Miss Cordts last summer to come into the county in the middle of the year and help our rural teachers out after they had discovered their troubles. It has not been necessary to have her at all. . . .

"If you want reading accomplished with a minimum of effort on your and the rural teacher's part, get Cordts."

George H. Kellogg,
Story County Schools, Iowa.

CORDTS NEW PATH TO READING

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Picture Service by Contra Costa County Free Library

For over three years, Mrs. Alice G. Whitbeck, librarian, Contra Costa County Free Library, has issued monthly a publication called *Library Link*. It closely unites the interests of the custodians of the county library branches, gives them constant contact with the headquarters library, serves to inform other county officials of the activities of their own county library, and is excellent for publicity purposes.

Recently Mrs. Whitbeck issued a "Picture Supplement" to her *Library Link*, which vividly portrays this phase of service given by the Contra Costa County Free Library. This valuable information is reproduced for the benefit of the readers of The Western Journal of Education:

In the past five years the Contra Costa County Free Library picture collection has increased 400 per cent and there are now approximately twelve thousand pictures on hand for the use of county borrowers. These may be taken out by individuals as well as by schools and branches. The collection is divided into five main groups.

1. Large framed pictures for use of branches and schools.
2. Portfolios of famous paintings, etchings, pastels, costumes, etc.
3. Large posters and passe partouts, mostly for school use.
4. Vertical file, two sizes, forming the largest group.
5. Postcards.

Sources.—The sources from which the pictures have been gathered are legion. The first three groups and many on the fourth are secured by purchase from picture dealers all over the country. From the National Safety Council, National Child Welfare Association, National Geographic Society, and Smithsonian Institution, many sets are secured for the vertical file and posters. Secondhand books whose pictures are more valuable than the text are sought after, the pictures removed, mounted, and added to the collection. As in the "History of California," two sets were bought, one for the shelves and one for picture collection. For the big vertical file, magazines and newspapers are clipped; pictures saved from discarded books; in short, anything that has pictures is looked over as a source of supply. The *framed pictures* form the smallest group, with about seventy-five on hand now. We have given up the use of glass in framing except in the case of etchings or pastels. When glass is not used the pictures are "processed"—that is, waxed and shellacked. This brings out the colors of the picture and lessens the cost of framing. The absence of glass makes possible a more advantageous hanging of pictures in library rooms where it is difficult to avoid cross lights. The subjects of the pictures are varied: copies of famous paintings, madonnas, children, animals, fantasies, and always in color and chosen with an eye to color and with the idea of brightening up a room. These pictures are moved around from one branch to another.

The *passe partout* group is made up of the less expensive large prints; portraits in sepia; large Mother Goose rhymes and fairy tales; foreign railroad posters; health, safety, and good manners posters; illustrated and humorous maps; historical scenes; California missions; posters of all sorts. These pictures are mounted and prepared for circulation at the library. Mounted on heavy chip board they are bound with passe partout tape and waxed with Johnson's liquid floor wax. This last process brings out the color and makes it possible to wipe them off with a damp cloth when they are returned from the schools.

The *portfolio* group consists of sets of pictures too large for the vertical file, or those which it has seemed best to keep together and send out as sets. Included in this group are the six sets of Art Appreciation—reproductions of famous paintings, arranged by schools and countries; Barday's French pastels; Detmold's nature studies; Modern sculpture; Seguy's insect and butterfly portfolios; Walcott's North American wild flowers; Vignal's water color renderings; Bossert's peasant art in Europe; Giafferri's costume portfolios, etc. In the case of some of the foreign portfolios of design it has been found best to file them in the vertical file so that all the material under design may be kept together.

The *vertical* file is the largest group in the collection. These pictures are all mounted on chip board cut in two sizes, 9½ x 11¾ and 11 x 14. The file is arranged alphabetically by subject. The subject headings are taken for the most part from Dana's pamphlet on the Picture Collection. Other headings are used when advisable. The files used are the regular letter filing cabinets, with many index guides. On the guides, besides the subject heading, cross references are made to other subjects and to the portfolios and postcard files.

The *postcard* collection is arranged under subject headings just as the large file, with plenty of cross references.

A few other items may be of interest. In buying sets of pictures, such as those from the National Geographic Society on Eskimos, the Philippines, physical geography, etc., several sets are often bought anticipating school needs. Some unbound volumes of the Pageant of America have been bought in duplicate and each page mounted for school work. The one on commerce is notably successfully done in this manner. Pictures from discarded books are used in all sorts of ways. In the case of picture books for small children where there is not much text, the pictures are trimmed and mounted in folder form, eight or a dozen in a row. They furnish attractive decorations for the school rooms. Good illustrations from standard juveniles, "Treasure Island," "Kidnapped," "Last of the Mohicans," etc., are mounted on small mounts and tied together, so that a teacher may use them in various ways. Sets of these pictures may be purchased from the New Method Bindery at Jacksonville, Ill.

The *picture* collection is catalogued and the cards made to serve also as an accession record; the main subject cards have on them, besides the cross reference notes, the number of pictures under that heading and the source when worth while to note. For the framed pictures, the portfolios, and the large passe partouts, a stock record is kept, so that their whereabouts may be learned at any time. In addition to the twelve thousand pictures in this regular collection, the County Library also has twelve thousand stereographs, two hundred still films, and three hundred stereopticon slides. Slowly we are acquiring a few exhibits that are to be lent to any branch wishing them, among them a set of Holland dolls; Philippine dolls; flags of all nations; felt animals illustrating Milne's poems, "When we were very young."

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We want the custodians to plan for exhibits every little while, using whenever possible these displays to illustrate books. This account of the picture collection is sent you to show how pictures may aid you in reference work, in club work, in school work, and in making your library more attractive. Many of our branches have already made good use of our picture file.

MISS GLADYS ENGLISH has been appointed principal of the department of work with children of the Los Angeles Public Library. She will supervise fifty children's librarians, attend to buying of children's books, deliver lectures on work with children, and outline policies of coöperation with schools.

Miss English was formerly assistant in the Alameda County Free Library, librarian of the Tuolumne County Free Library, member of the staff of the American Library Association, and of recent years librarian, Piedmont High School Library.

MISS MINETTE L. STODDARD, county librarian of the two counties of Merced and Mariposa, appeared before the board of supervisors of Mariposa County early in August and presented her fourth annual report of county library service to the people of Mariposa County. There are thirty-two county library branches in Mariposa County giving service to communities and schools. This dual service given by the county librarian of Merced County to the residents of Mariposa County is paralleled by the librarian of Plumas County Free Library who gives service to Sierra County. In both instances the county librarians have demonstrated that it is advantageous for a county of small assessed valuation to contract with an existing county library for service.

MISS BESSIE B. SILVERTHORN, librarian, Stanislaus County Free Library, wrote the colorful pageant staged in the Modesto Junior College stadium on August 30 as a night climax to the Romance of Water Jubilee. More than four hundred persons took part in the pageant.

MISS HAZEL GIBSON, secretary–treasurer of the California Library Association for the past eight years and head of the school department of the Sacramento County Free Library, was married on July 20 to Thomas B. Leeper of the law firm of Busick and Leeper, Sacramento. The ceremony was performed at Palo Alto in the Memorial Chapel at Stanford University. Mrs. Leeper resigned from the Sacramento County Library August 1.

MISS DOROTHY DEMING resigned as librarian of Imperial County to be effective September 1, 1930. Miss Deming has accepted the position as head of the school department of the Sacramento County Free Library.

A BOOK

HE ATE and drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.
He danced along the dingy days,
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings!

—*Emily Dickinson.*

JOHN ROBERT GREGG

THIRTY-SEVEN YEARS AGO John Robert Gregg, unknown, unheralded, arrived in Boston to start teaching the system of shorthand he had originated. His capital was his courage and a burning conviction that he had something to give to the world that the world needed. No one had ever heard of his shorthand system. The world was indifferent because it was then in the throes of one of the greatest economic depressions in its history. It could not foresee that this young man was destined to become in the future an important factor in the economic life of literally hundreds of thousands of its youth.

Last June Mr. Gregg was called to the annual commencement exercises of Boston University to receive—with eleven other distinguished American citizens—an honorary degree for his outstanding contribution to the field of commercial education.

In conferring the degree of Doctor of Commercial Science (S. C. D.), President Marsh made the following citation:

> John Robert Gregg, pioneer and outstanding contributor to the development of commercial education, originator of a system of shorthand that has become world-wide in its use and which has combined with the art of typewriting to revolutionize the economic outlook of young men and young women everywhere.

The citation refers to Mr. Gregg as a "pioneer" in commercial education. Many who are familiar with its history and who have watched the progress of commercial education in this country will realize that this is a term that exactly fits the situation. Commercial education was in its infancy when Mr. Gregg came to America. With but very few exceptions, shorthand was not taught in the high schools. Even when taught it was an elective subject, and, owing to the complexity of the system then available, very few selected it. When a simpler system was introduced, the result was a tremendous popularization and growth of commercial departments. The private business schools of that time, however, were awakening to the possibilities in that direction and were energetically developing them. With practically every high school and many of the universities of the country now offering commercial courses and courses in business administration, it hardly seems possible that this revolution in educational concepts could have taken place in such a comparatively short time.

The honor conferred on Mr. Gregg is symbolic. By its act the university not only gave recognition to him for his contribution, but also has recognized commercial education. This is very significant, because it shows that the institutions of higher learning have caught the rhythm of this amazingly active, economic and social age which combines business with art, science, and culture. It is appropriate, too, because of the large number of those receiving degrees in the ten schools and colleges comprising the university organization the largest class was from the school of business administration.

Mr. Gregg was especially honored, also, by the fact that, as Boston was celebrating its tercentenary this year, the trustees of the university had decided to confer honorary degrees at this commencement only on distinguished Bostonians or graduates of Boston University. An exception was made in the case of Mr. Gregg on account of the fact that his career in the field of commercial education was started in Boston. There hangs on the wall of Mr. Gregg's private office, in the City of New York, one of his most prized pictures. It even takes precedence in human interest to him over the works of famous artists. It is an enlargement of a small flashlight photograph of his first evening class in Gregg Shorthand, a small group of students at the Boys Institute of Industry. He recalls with enthusiasm the fact that his firm conviction that commercial education offered the widest opportunities for economic advancement was justified with even this first small class in Gregg Shorthand, for in the throng of fourteen thousand people gathered in Boston Arena to witness the commencement exercises, there were at least two members of this class—one of them has become prominent in Boston as a banker and the other as a merchant.

BOOKS should to one of these four ends conduce,
For wisdom, piety, delight, or use.

—*Denham.*

THAT IS a good book that is opened with expectation and closed with profit.—*Alcott.*

BOOKS ARE the best things, well used; abused, among the worst.—*Emerson.*

'TIS more brave to live than to die.—*Meredith.*

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ALL THE YEAR

A TRIBUTE TO JOHN L. SHEARER

The passing of "Professor" Shearer, as he was familiarly called, marks the close, in extent of time and in devotion of service, of one of the most remarkable careers in the educational history of this state. For forty-eight consecutive years he had charge of the Napa public school system as an active teacher and supervising principal.

In those early days the principal of a grammar school taught the advanced subjects and was thus given an opportunity to stamp his personality upon the minds of the pupils under his immediate charge. And so it came about that for more than forty years the eighth and ninth graders were all brought under Professor Shearer's potential influence.

One who from early youth chooses for himself the highest ideals of manly virtue and shapes his life to their realization, sets himself apart at the beginning of his career from the average man. He may not secure the fame that is accorded to genius and its accomplishments; he may not achieve the renown that is given by the world to one of more brilliant attainments; his sphere of influence may not be as broad as that of the man whose talents are greater; but he at least touches with the wand of the good magician all who come within the sphere of his life and influence.

Such a one it seems to me was Professor Shearer. He combined the qualities of a great teacher with those of a successful administrator. But he was first of all a gentleman in all his instincts and in all his words and acts. He had a true conception of the obligation of the teacher to the pupil as well as of the obligation of the pupil to the teacher, and he always endeavored to meet this obligation.

His personal influence was most salutary. He gave himself to his pupils without reserve, and they uniformly appreciated it and responded to it, giving him in return their heartiest affection and the best of all that was in them. His kindliness of manner and of spirit opened for him many an avenue to a pupil's mind and heart which would have remained closed to a man of a different type.

When this writer classifies Professor Shearer as one of the great teachers in the profession, he speaks from the most intimate knowledge of Professor Shearer's methods and of his work. For thirty consecutive years in the Oak Mound Academy and, later, in the Napa High School, he handled the product of Professor Shearer's hands, and it was always a joy and delight to receive a large delegation which had had the advantage of his training. They knew their subjects; they had personal initiative; they had the proper attitude toward school life and school responsibilities. And when these pupils took up the work of the secondary school, they did not immediately fall by the wayside; they endured to the end.

Outside of his regular teaching Professor Shearer's life was a most active one. He held the office of County Superintendent of Schools for one term; was president of the Napa County Board of Education for more than twenty-five years; was a member of the Public Library Board for nearly a half century; was one of the original organizers of the Boy Scout movement; was an interested and enthusiastic member of the Boy Scout Court of Honor; was a member of the California Schoolmasters Club, of the California State Teachers Association, and of the National Education Association.

Professor Shearer's active teaching carried him through two generations and, in several cases, into the third, and the thousands who have passed through his hands and are now scattered abroad in the various walks of life will ever cherish and revere his memory. And he will be remembered the longest in the community in which he lived for his lovable character and for the possession of all those traits which mean what is best in the highest type of Christian manhood.—*F. O. Mower.*

In proportion as society refines, new books must ever become more necessary. — *Goldsmith.*

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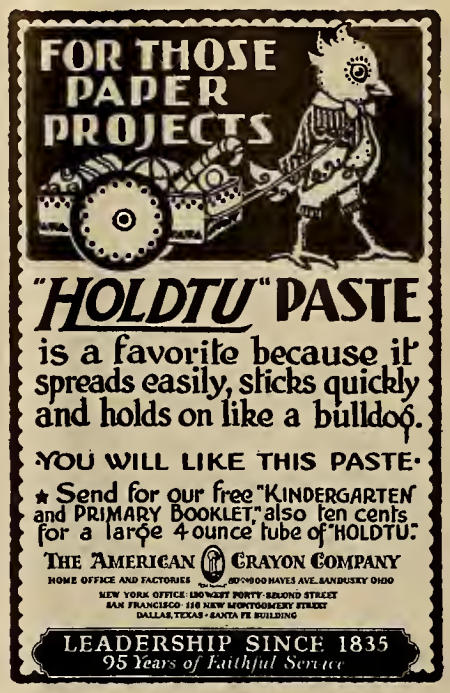

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ABOUT BOOKS

A HISTORY OF AMERICAN CIVILIZATION, by Rugg, published by Ginn & Co. Price $1.96. This is the third of the Rugg textbooks in the social studies. The present book is economic and social. The series comprise a comprehensive history of the United States and its geography setting. In this book there are 635 pages 6 x 9, with many illustrations. The first unit is "The Europeans Find the Redman's Continent," and the final unit, ten, is "American Foreign Expansion and the Era of Prosperity," with the four hundred years of development between treated in units two to nine, inclusive. What shall the reviewer say of such a textbook? Criticize the author because in the development of the West he does not give Los Angeles or Frémont a place in the index? The book is remarkable in many respects, and its chapters on the "Era of Corporations" are interesting. The book as a textbook will certainly revolutionize the method of teaching history, geography, and civics, and it will require more than an ordinary effort on the part of the average teacher to succeed with this new and epoch-making book.

THE HAPPY CHILDHOOD READERS, by Albert C. Lisson and Emma Grant Meader, formerly primary supervisor, Kansas City, Mo. F. A. Owen Publishing Co., Dansville, N. Y., publishers. These books, in content material, conform to highest pedagogical standards and are designed to create child interest. The special features are: Pedagogically sound; entirely new and fresh material; attractive appearance for child interest; colorful illustrations for child appeal; excellent print; best quality binding; non-glare paper.

THE KELPIES RUN AWAY, by Etta Austin Blaisdell, author of "The Wide Awake series," Little, Brown & Co., publishers, is the title of a new and attractive juvenile book. The school edition is list price, 65 cents. It is a very attractive book.

CARE AND KINDNESS FOR OUR ANIMAL FRIENDS. Children will find this pamphlet attractive and interesting for general reading and teachers will find it useful in teaching children thoughtful kindness to their parents and each other as well as to their animal friends. It will make an ideal Christmas gift.

The price has been made low so as to place it in the hands of as many children as possible. Special inducements are offered to those having charge of groups of children, schools, societies, and Sunday schools. Price 15 cents per copy. Seven copies for $1.00. Address American Human Education Society, 180 Longwood Avenue, Boston, Mass.

JOHN BROWN, THE MAKING OF A MARTYR, by Robert Penn Warren, Payson & Clarke, Limited, publishers, New York. Price $5.00. The author of this book is but twenty-five years of age. He was born in Guthrie, Ky. He is a graduate of Vanderbilt University and has taken graduate work at Yale, at the University of California, and at Oxford. He has had an interesting literary career for one so young. The life of John Brown is of peculiar interest to California people. His widow and several of his children located here. The citizens of Red Bluff and vicinity provided a home for Mrs. Brown, and there has always been unusual interest taken in his career. Mr. Warren devotes many pages to the influences that molded the life and thoughts of John Brown. He traces his path to various parts of the United States, giving a complete account of Poltawatomie and the raid on Harpers Ferry, and his tragic death. The book is well written and the story is very interesting. The name of John Brown will always live in history and literature. His career would be a wonderful setting for a tragic drama. The book contains illustrations from *Frank Leslie's Weekly*. 573 pages, 6 x 9.

DO AND LEARN SERIES, by Margaret L. White and Alice Hanthorn, are very attractive books published by the American Book Company, L. E. Armstrong, Western representative. In the series are "Boys and Girls at School," primer; "Boys and Girls at Work and Play," primer; "Our Friends at Home and School," first reader; "Stories of Animals, and Other Stories," second reader; "Interesting Things to know," third reader. These books are attractively printed and bound and will have a strong appeal to the children, both in content and appearance.

CURTAIN CALLS

By CONSTANCE FERRIS

If there be anything more colossal than greed,
It is the conceit of women about their virtue.

SO DISPASSIONATELY remarks Constance Ferris as she ruminates—always in verse—on the frailties of life and love.

A huge sense of humor concerning the exaggerations of passions, a pathos not entirely hidden by satire, gross realism, and exquisite sentiment—all these move one in her anthology of the San Francisco Bay Region, a native chronology which has no counterpart in a newborn literature bound to be recognized some day even by those who have little understanding of the new and yet glamorous West.

My wants are simple—all I asked
Was a belief in Santa Claus and the virtue of women.
Well—there is no Santa Claus.

So she jeers. But she can write, too—

I was a Swedish servant girl
With literary yearnings,
But all the farm papers
Returned my manuscripts unread.

She can be caustic on moralities:

Is it not better to condone a loved one's sin
Than be forced by life and loneliness
To commit the sin one's self?

She can be subtle, obvious, bitter, and a counsel for the virtues. But, too, she can be a gay soul, laughing at the inconsistencies of life—

I'm lying now in the Potter's Field,
But before I died, I read somewhere
That creation is the rhythm of life.
God above, and they censured me
For having eleven children.

Little poetry has been born in the western empire. George Sterling sang and the world listened. But while the East laughed and wept over Dorothy Parker's trenchant verse, there was no prophet of cynicism and despair and love and life—and all the things that touch the average human—on the shores of the Pacific.

Constance Ferris fills a void. Her "Bay Region Miscellany" has given pleasure to a limited few. In her new book, "Curtain Calls," thousands will find a good deal of laughter and a few tears, and her words will sink deep into the hearts of those who live both to laugh and weep—but still have to live and love.

An attractive book. First printing of 250 copies, autographed and numbered. Price $1.50, postpaid. Order one from your bookstore. Harr Wagner Publishing Company, 609 Mission Street, San Francisco, Cal.

A BRAVE SOUL is a thing which all things serve.—*Alex. Smith.*

A MAN of courage is also full of faith.—*Cicero.*

THERE is one thing of which I am afraid, and that is fear.—*Montaigne.*

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AN ACTIVITY LESSON

What Can You Tell About Your State?

Dear Unknown Friends: Since we have been studying the United States in geography, we have become interested in finding out more about your state. We are going to tell you something about Montana. We hope that in return you will tell us something about the state in which you live.

Lewistown has a population of about 6500. It is located in Central Montana, in the midst of the Judith, Snowy, and Belt mountains. We have pretty boulevards, buildings, and homes. Great quantities of wheat and flax are grown. Lewistown is noted for its brick factory and flour mill. The power for the flour mill is gotten from Spring Creek, which passes through the town.

Montana is called the "Treasure State." It is the third largest state in the Union. In 1920 it had a population of 714,000. Montana has beautiful scenery and is visited each year by many people from different parts of the country.

Montana ranks among other states:

First, in the health of her citizens, in area of national parks, national forests, and in the production of precious stones.

Second, in wool, silver, and spring wheat.

Third, in area, all wheat, sheep, copper, and coal resources.

Fourth, in irrigated lands, flax, cherries, and zinc.

Fifth, in total area of lands in farms.

Sixth, in lead, rye, and wild hay.

Seventh, in alfalfa seed and water-power resources.

Eighth, in natural-gas output, gold, and sugar beets.

Tenth, in petroleum production.

Twentieth, in lumber production.

Thirty-fifth, in apples.

Please tell us something about your state.

Your Unknown Friends,
The Highland Park Fourth Grade,
North Lewistown, Montana.

TREASURED WEALTH

No wonder that Alexander carried the Iliad with him on his expeditions in a precious casket. A written word is the choicest of relics. It is something at once more intimate with us and more universal than any other work of art nearest to life itself. It may be translated into every language, and not only be read but actually breathed from all human lips;—not be represented on canvas or in marble only, but be carved out of the breath of life itself. The symbol of an ancient man's thought becomes a modern man's speech. Two thousand summers have imparted to the monuments of Grecian literature, as to her marbles, only a maturer golden and autumnal tint, for they have carried their own serene and celestial atmosphere into all lands to protect them against the corrosion of time. Books are the treasured wealth of the world and the fit inheritance of generations and nations. Books, the oldest and the best, stand naturally and rightfully on the shelves of every cottage. They have no cause of their own to plead, but while they enlighten and sustain the reader, his common sense will not refuse them. Their authors are natural and irresistible aristocracy in every society, and, more than kings or emperors, exert an influence on mankind.—*Henry D. Thoreau.*

Mount Shasta High School, Siskiyou Union High School District, J. E. Hurley, president.

The Siskiyou Union High School District is unique in its organization. All the high schools of the county are organized into one district under the supervision of A. G. Grant, District Superintendent. An organization of this kind naturally gives rise to new problems of administration that are difficult to settle satisfactorily.

More than half a million dollars have been provided without a bond issue, for new buildings during the past eight years. Siskiyou County is fortunate in providing such excellent high school facilities. There was a survey made some time ago in reference to the need of a junior college in the district. Northern California in its elementary high school and college work is progressive and deserves great credit in providing education to children in districts remote from great centers.

A. G. Grant, Siskiyou Union High School District, Mount Shasta City.

Cowards die many times before their death:
The valiant never taste of death but once.
—*Shakespeare.*

Fear makes men look aside and so their footing miss.—*Dryden.*

The brave man seeks not popular applause.
—*Dryden.*

He is not worthy of the honeycomb that shuns the hive because the bees have stings.
—*Shakespeare.*

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"DEATH TAKES A HOLIDAY"

ARTHUR GREVILLE COLLINS has assembled a splendid cast, mostly English actors, for "Death Takes a Holiday," New York's recent dramatic sensation which the young English producer-director will bring to the Columbia Monday night, September 22.

Henry Daniel, romantic star of the English stage, will play the fantastic title rôle of "Death," while Betty Ross Clarke, young English actress, will be co-starred with Daniel as the ethereal Grazia.

Miss Clarke has distinguished herself in England with vivid performances in the stellar rôles of "Houses of Glass," "The Monkey Talks," "No Man's Land," and "Bachelor Husbands." Daniel is the popular idol of the London productions of "The Last of Mrs. Cheyney," "Cobra," and "Candlelight," and the New York productions of "Déclassé" and "The Laughing Lady."

Ralph Pincus of the Columbia returned from Los Angeles last week, where he had gone to aid Collins in securing additional members of the cast. Pincus said it is probable that Carmel Myers, Kyrle Bellew, Mary Alden, and Helene Sullivan will be seen in support of Daniel and Betty Ross Clarke.

"Death Takes a Holiday" will have a special appeal to school people. The English actors and plays have always been very popular in San Francisco theaters.

SONG OF THE OPEN ROAD

[Dedicated to the Traveling Bookman.]

Afoot and light-hearted I take to the open road,
Healthy, free, the world before me,
The long brown path before me leading wherever I choose.

Henceforth I ask not good fortune, I myself am good fortune,
Henceforth I whimper no more, postpone no more, need nothing,
Done with indoor complaints, libraries, querulous criticisms,
Strong and content, I travel the open road.

—*Walt Whitman.*

TEXTBOOK PUBLISHERS AND SCHOOL OFFICIALS

ON JULY 17, 1930, Superintendent Charles C. Hughes of the city schools of Sacramento, extended an invitation to all textbook publishers to meet with the Superintendent's staff early in the fall. The object of the meeting was to work out a proper relationship between the publishers and the school department.

For a long while it has been recognized that the publishers of textbooks and the representatives of these concerns are a vital part of the program of modern education. It was felt, in order that the schools might be best served, that there should be developed a definite technique for such matters as textbook sampling, textbook presentation by the representatives, and textbook adoptions.

Representatives of the following pulishing houses were present: American Book Company, Mr. Armstrong; Laidlaw Brothers, R. E. Laidlaw; Allyn and Bacon, Mr. Hamilton; World Book Company, Mr. Jones; Rowe Peterson Company, Mr. Morris; Silver, Burdett Company, Mr. Colvin; Lyons & Carnahan, Mr. Dudley; Harcourt, Brace Company, Mr. Burkhead; Harr Wagner Company, Miss Wagner; Ginn & Co., Mr. Rice; Rand McNally Company, Mr. Bears; Scott, Foresman Company, Mr. Beebe; Winston & Co., Miss Ellis; Little, Brown Company, Mr. Fieldstadt; Iroquois Publishing Company, Mr. Black.

The Sacramento city school department was represented by Charles C. Hughes, City Superintendent; J. R. Overturf, Deputy Superintendent; Leo Baisden, Assistant Superintendent for Elementary Schools; George C. Jensen, Assistant Superintendent for Secondary Schools.

The conference was in session practically all day and arrived at the following conclusions:

1. *Sampling Textbooks:* Two copies of each text in which it is believed that Sacramento might be interested are to be sent to the professional library which is located at the central administration buildings. These samples are to be used by the textbook committee, which consists of Messrs. Overturf, Baisden, and Jensen. They will be sent to teachers, special committees, or regular committees, which the textbook committee feels can best be used for reviewing purposes. If extra copies are needed for wider circulation they will be requested by the committee.

2. *Textbook presentation by representatives:* It was felt that contact of publishers and school officials should be made complete and easy. To that end, the second and fourth Wednesdays are to be set apart by the Superintendent's staff, during which days bookmen will have free and complete access to these officials. If a bookman wishes an interview, he will notify the Superintendent's office at least one day in advance. Also, it was believed that any material which was to be discussed at the time of the interview should be sent to the school department sufficiently far in advance so that the staff might have time to examine the same. In that way, both parties would be prepared and a better contact assured.

The bookmen will deal directly with Mr. Baisden for books for the elementary field and with Mr. Jensen for books for the secondary field. It was agreed that the bookmen should not contact teachers and principals in regard to books except as provided below.

3. *Textbook adoptions program:* When an adoption of textbooks is pending, all textbook publishers are to be notified. The publishers are to be furnished the curricula, courses of study, and the criteria which will be used as the bases for selection.

In the case of each pending adoption a small advisory committee is to be appointed to work with the textbook committee. Each representative of a publishing house, who so desires, may contact individually each member of the advisory committee. Appointments for such contacts will be made by Mr. Overturf upon the request of the representative.

It was agreed, too, that in the case of each adoption a date should be fixed, after which the representatives should not further contact members of the advisory committee.

TRUE BRAVERY is shown by performing without witness what one might be capable of doing before all the world.—*La Rochefoucauld.*

COURAGE—an independent spark from Heaven's bright throne,
By which the soul stands raised triumphant, high, alone.

—*Farquhar.*

BOTH MAN and womankind belie their nature when they are not kind.—*Bailey.*

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OCTOBER, 1930

From "Stories of Western Pioneers," by Herbert Bashford. Great cities have been built along the old covered-wagon trails. The year 1930 has been set apart by President Hoover for the celebration of the hundredth anniversary of the trail makers, and schools and other civic organizations are paying tribute to the men and women who laid the foundation for Western development. Professor Howard R. Driggs, president of the Oregon Trail Memorial Association, is promoting an appreciation of the pioneers of yesterday.

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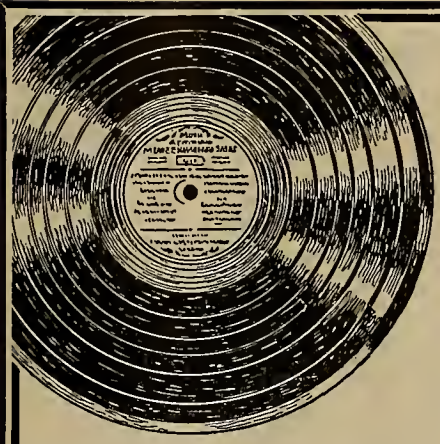

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THANKSGIVING ACTIVITIES

By BELLE L. DICKSON,
State Teachers College, Arcata

IMMEDIATELY after Halloween, each teacher's thoughts turn toward Thanksgiving as a center of interest around which much of her school work may be organized. The outstanding lesson to be gained from a study of pilgrim life is that of unflinching courage, and this thought should be uppermost in the teacher's mind as she guides the pupils in activities suitable for her particular group. To teach this lesson of devotion to duty, it is neither necessary to idealize the character of the pilgrims nor to dwell unduly upon the seeming harshness of the king.

I. *Telling the Story of the Pilgrims.*

The story may be told to children of the primary grades somewhat as follows:

Long ago in England there lived some very good people. They loved God and they loved their church. The king of England wouldn't let them go to their own church.

They left their home and went to live in Holland. Holland is a small, level land. It is lower than the sea, and high walls, or dikes, have been built to keep out the water. The little Dutch children wear wooden shoes. In summer they sail their boats on the canals and in winter they like to skate. The Dutch people were kind and the pilgrims stayed in Holland twelve years. Then they set out for America in a little boat called the *Mayflower*. After sailing for many days, they saw land. They landed at Plymouth Rock. It was winter and the ground was white with snow.

The men worked hard to build houses. They built a church up on the hill. The winter was cold and there was not enough to eat. Many of the pilgrims died.

In the spring, a friendly Indian showed them how to plant their corn. The next year there was plenty of food for everybody. The governor said, "Let us have a day of thanksgiving and thank God for all he has given us."

The men went hunting and brought back wild game and the women baked pies and other good things. They went to church in the morning. Then they invited the Indians to a big Thanksgiving feast.

A Pilgrim Story Book

After the children have listened to the story, the teacher may ask, "Would you like to make a story book about the pilgrims? This time, as I tell the story, think what pictures you will want for your book." (Retell story.)

1. Recalling pictures.
   a. Where did these people live first?
   b. What picture might remind us of their life in England? (A king, a church.)
   c. What happened next?
   d. What picture did you see as I told about the pilgrims in Holland? (Dutch shoe, windmill, etc.)
   e. How will you show their journey to America? (Draw the *Mayflower*.)
   f. How will you show their landing? (Draw Plymouth Rock with the *Mayflower* nearby in the water; draw some hills, and show the snow on Plymouth Rock.)
   g. What other pictures will you need in your book? (Log house, Indians, log church on hill.)
2. Planning stories for our books.
   Let's see how many stories we will need. What shall we call our first one, etc.?
   The following will probably be suggested:
   a. The Pilgrims in England.
   b. The Pilgrims in Holland.
   c. The *Mayflower's* Journey.
   d. The Pilgrims in America.
   e. The First Thanksgiving.
   After your pilgrim stories are finished, you want to make a cover for your book.

II. *Picture Posing.*

After a picture has been studied in some detail, this activity serves as a valuable check. It indicates whether or not the pupils have grasped the meaning and, having the ability to interpret the message portrayed, are able to enjoy and appreciate the picture.

Although desirable, a large frame is not absolutely necessary for picture posing. An open doorway will serve the purpose, with a dark curtain for the background, while for such a picture as "Pilgrims Going to Church," the entire front of the room may be needed.

Other pictures suitable for posing are "John Alden and Priscilla" and "Pilgrim Exiles" by the same artist. It will add to the interest if some child gives a short talk on the life and work of George Boughton just before the picture posing.

References: Lester—Great Pictures and Their Stories, p. 69.

III. *Scenes From Pilgrim Life.*

The following dramatization was planned and given by a group of children after they had read many stories of pilgrim life. This was not a finished piece of work but it served as a motivation for extensive reading and afforded much practice in oral English.

Opportunities for practice in English are seen in

1. Planning a dramatization after having read much material.
2. Making up speeches.
3. Choosing characters.
4. "Trying out."
5. Practicing the scenes.
6. Giving and taking constructive criticism.
7. Giving play before audience.

SCENE I

On the Mayflower

PLACE: Deck of the *Mayflower*.
TIME: 1620.
CHARACTERS: John Alden, William Bradford, John Howland, Master Chilton, Miles Standish, John Carver, Elder Brewster, Priscilla, Mary Allerton, Patience, Mistress Hopkins, Endurance

PRISCILLA: How happy we'll be to reach our new home in America.

MARY: And won't it seem good to live in a house once more. Just think, for over two months we've been crowded on this little ship and tossed about on the waves.

ALDEN: What's the matter, Mistress Hopkins? Not homesick, are you?

MISTRESS HOPKINS: No, it's not that. I was just thinking of our pastor, John Robinson, and the many good friends we left behind us.

ALDEN: England *was* a grand home, but I think we will be happy in our new home in America. There will be no cruel king to keep us from going to our own church. And there will not be any soldiers to put us in prison.

ENDURANCE: Mother, why did we leave Holland? Weren't the Dutch people nice?

(Enter Bradford.)

MISTRESS HOPKINS: Yes, dear, the Dutch people were very kind. But we wanted you boys and girls to speak English as your mothers and fathers do. It took us twelve long years to save up enough money to buy two little ships.

PATIENCE: Two ships? Where's the other one?

BRADFORD: Our other boat, the *Speedwell,* was a poor bargain. It leaked so that we had to take it back to England and leave it behind.

HOWLAND *(inside cabin):* It's so hot and stuffy in here. Come out on deck where it's cool, Chilton.

CHILTON: No, thanks, John. I don't want to. The waves are dashing up so high they might wash you off the deck.

HOWLAND: I'm going out for a while, anyway. I think the fresh air will do me good.

BRADFORD: What's that the sailors are shouting? It sounds like "man overboard."

CHILTON: What if it's John? Come on, men. We are needed.

ENDURANCE: I wonder what they have named the new baby.

PRISCILLA: Haven't you heard? They decided to call him Oceanus, because he was born on the ocean.

PATIENCE: And isn't there another new baby?

MARY: Yes, Mistress White told me they were going to call him Peregrine. So our two babies are Oceanus Hopkins and Peregrine White.

PATIENCE: Those are pretty names. I like them.

(Enter Captain Standish.)

STANDISH: Well, well, folks, how are you getting along? Any one going to be sorry to see land?

ALL: Not I. No indeed.

CARVER: Look, look, Captain! What's that?

STANDISH: 'Pears to me it's a bird. And yonder is some seaweed. We must be near the shore.

CARVER: Get the field glasses. Yes, it *is* land. See that tiny speck off there to our left! Land! Land! Everyone come out on deck.

BREWSTER: Where? Where?

STANDISH: Give me the glasses.

ALLERTON: Let *me* see!

HOWLAND: Land at last! Can it be true?

ALDEN: It seems to be a rocky shore. I can see only rocks covered with snow.

HOWLAND: Before we get off the boat all men will meet in the cabin. We will elect a governor and make some rules.

(Twenty-four hours later.)

ALDEN: John Carver has been chosen for governor and Captain Miles Standish will be our military leader.

ENDURANCE: See! a boat is being lowered and some of the men are getting into it. I suppose they are going to look for a place for us to live. There they go.

PATIENCE: I wish *we* could get off the boat, too!

MARY: Well, there's no use crying. We can't, because it's cold and there are no houses for us to live in.

BREWSTER: At last our boat is anchored. Let us thank God that our long hard journey is over.

SCENE II

A Hard Winter

PLACE: Home of the governor.
TIME: 1621.
CHARACTERS: Governor Carver, Miles Standish, Messenger, Priscilla

PRISCILLA: Good morning, Governor. How is Mistress Carver?

CARVER: Much better, thanks to you and the good captain. She and many others in Plymouth owe their lives to you, Priscilla. Can't you sit down and rest a while?

PRISCILLA: I'm glad I have been able to help even a little.

MESSENGER: Canonious, heap big chief! He send war! *(Shakes fist.)*

BRADFORD: What does this mean, Governor?

CARVER: I'm not sure, but I am afraid it means war. Go and get the captain. Hurry!

STANDISH: What can I do for you, sir?

CARVER: What do you make of this, Captain? Does it mean trouble with the Indians?

STANDISH: Let me see! I have it. Let's take out the arrows and fill this snakeskin with lead. We'll show the big chief that white men aren't afraid.

CARVER: Here! Take *this* to your chief.

STANDISH: We'll have to level off the graveyard so the Indians won't know how many of our people have died.

CARVER: If only we had warm houses and more food our sick people would soon get well.

SCENE III

The First Thanksgiving

PLACE: The Governor's house.
TIME: 1622.
CHARACTERS: John Alden, Miles Standish, Master Chilton, Governor Carver, William Bradford, Priscilla, May Allerton

PRISCILLA: That looks good. Can't I help you, Mistress Carver?

Mistress Carver: No, Priscilla. Thank you just the same. All I have to do is crack these few nuts for my salad. There's not enough work for two.

Priscilla: This is so different from last year. Do you remember how cold it was and how little food we had?

Mistress Carver: Yes, and nearly all of us were sick.

(Enter Alden, Standish, and Chilton.)

Alden: Good day, ladies. We've come to see the Governor.

Mistress Carver: He isn't in right now, but I am expecting him any minute. Here he is now.

Alden: We've been talking over a plan and we want to know if you think it is a good one.

Alden: You remember how Squanto and Samoset helped us plant corn last spring?

Carver: Yes, they were wonderfully kind to us. What's your plan?

Bradford: It surely is great to have enough to eat. We should be thankful for our good crops.

Chilton: Our plan is this. Why not have a day to thank God for His goodness?

Carver: That is an excellent idea. I will send a notice to everyone. In the morning we will go to church and thank God for all we have.

Mary: After church we can have a great feast.

Standish: Let us invite our good friends, the Indians. I'll go ask them to come.

Brewster: Come on, men. Let's go hunting.

Mary: We'll bake some bread and cakes while you are gone.

Chilton: Let us give thanks now before we go to the feast. Do you remember the verse of thanks Priscilla and the captain made up about a month ago? Suppose we recite it together.

THE PILGRIMS' THANKS

We are thankful to Thee, our God so good,
For warmth and shelter and plenty of food,
The Indians are friendly, we're happy and gay,
We are joyful as can be this Thanksgiving Day.

(Curtain.)

IV. *Correlation of Subjects.*

V. *Art and Construction.*

(These are but a few of the many activities which may stimulate the child's interest in Thanksgiving.)

1. Building a fort or log church.
2. Drawing a series of scenes of pilgrim life and mounting to form border around room.
3. Making costumes for a play.
4. Making scenery.
5. Arranging a pilgrim sand table.
6. Dressing clothespin dolls as pilgrims and Indians.
7. Picture study—the pilgrims going to church.
8. Picture posing.

Reading

1. Reading many stories of pilgrim life in order to select one suitable for dramatizing.
2. Read the paragraph on page 2 in "Letters from Colonial Children" by Tappan. Then plan a new adventure for John.
3. Reading the President's Thanksgiving Proclamation.

Citizenship

1. One of the qualities we most admire in the pilgrims is courage. In the books on the reading table, or the books you have at home, find a story about some one else who was brave.
2. How can each of us be like the pilgrims?

English

1. Oral paragraph—why I am thankful.
2. Make a bibliography of all the stories and poems you have found about the pilgrims.
3. Plan a Thanksgiving program.

Social Studies

1. Why the pilgrims came to America.
2. Trace their journey on the globe; on a map.
3. The history of Thanksgiving.
4. Compare the first Thanksgiving dinner with Thanksgiving dinner in 1930, listing the source of each food.

Literature

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2. The Courtship of Miles Standish.

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7. Hubbard — Little American History Plays for Little Americans, pp. 23–33.
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9. Lewis and Roland—Second Reader, p. 80.
10. Manley, Rickert, Leubrie—Good Reading IV, pp. 136–139; V, pp. 335–349.
11. Nida—Explorers and Pioneers, pp. 179–192.
12. Humphrey—Pilgrim Stories.
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17. Usher—The Story of the Pilgrims for Children.
18. Young and Field—Literary Reader, Book IV.

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2. McSpeddin—The Book of Holidays.
3. Book of Knowledge, 3:965–967, 6:2090.
4. The World Book, 9:5779–81.
5. Compton's Pictured Encyclopedia, 8:3482.
6. Bolenius—Literature in the Junior High School, pp. 264–275, 302–316.

The Kansas City School Service Bulletin, George Melcher, Superintendent, is one of the ablest presentations of a modern curriculum that we have seen. The bulletin was prepared by a committee composed of F. E. Engleman, chairman, principal, Whittier Elementary School; Miss Anita Baird, teacher, Manchester Elementary School; W. W. Clement, principal, Northeast Junior High School; Roscoe V. Cramer, principal, Switzer Elementary School; Miss Margaret Eiler, teacher, William Cullen Bryant Elementary School; Miss Caroline Lewis, teacher, Central High School; Miss Maude Mueller, teacher, Westport Junior High School; Miss Barbara Henderson, director, intermediate grades; W. V. Skinner, teacher, Southwest High School; Miss Mary Agnes Swinney, teacher, Paseo High School; Miss Marie Wasson, teacher, Sanford B. Ladd Elementary School.

Mary M. Fitzgerald, Deputy Superintendent of Public Instruction, has edited a bulletin on ungraded classes of the San Francisco schools. The bulletin gives evidence of great understanding and appreciation of the problems of the ungraded child. There were fifty-four ungraded classes at the close of the school year of 1929.

ARMISTICE DAY PROGRAM

By BELLE L. DICKSON

"Armistice Day was the end of the war
We are so glad they won't fight any more!"

THE TASK confronting every teacher is to do what she can, be it ever so little, to justify the faith of the fourth grade child who wrote the above lines. It is well for the pupils to know that November 11 has been set aside by the nation as a time for rejoicing. But this is not enough.

Upper grade children should realize the vital need of an International Peace Program, and the disastrous effects of war upon not only those nations actively engaged but upon the whole civilized world. They should see that living for one's country may be quite as patriotic and heroic as dying for it. The younger pupils through stories, games, pictures, and music should learn something of the work and play life of children in other parts of the world. A friendship between individuals is built upon a mutual interest and understanding which leads to a faith in each other; knowledge, resulting in faith and understanding, is likewise the basis of national friendships. A good motto, therefore, is "Know thy neighbor."

A Radio Talk

(An activity based upon English.)

AFTER some discussion of our neighbors across the sea, the teacher may ask, "What question does this make you want to ask?" She may then say, "I'll write our problem on the board as you have given it. (Writes: *How shall we become acquainted with people who live in far away lands?*)

Back in 1519 it took Magellan's little ship, the *Victoria,* three whole years to sail around the world. Since those days when very few people traveled, there have been a number of inventions which make it possible for people to learn what is happening in distant places without actually going there. What are some of them? (telephone, telegraph, airplane, radio.)

These have all done much to unite the peoples of the world—especially the radio. Not long ago a message was sent completely around the world in five minutes.

In the *Radio Digest* for September, 1930, the editor suggests that our government buy time for broadcasting over several important stations of Europe. His idea was to have President Hoover and other representative citizens of the United States give talks about everyday life in our country. This would help people of other lands to understand that many of our problems are theirs and that we have certain common interests. This idea seemed to me such a good one that I wondered how you would like to plan some radio talks for the children of other lands.

In order to decide what to tell them, think what *you* would want a little Dutch or Japanese child to tell you about himself and how people live in his land. That will help you plan what to tell in your radio talk.

Get suggestions from class. With a little help they may include the following:

I. Where I live.
   1. Near what city.
   2. Description of nearby country.
   3. How most of the people here are earning their living and why.
   4. What I want to be when I grow up.

II. My work and play.
   1. How I help Mother at home.
   2. Good times at home.
   3. What I study at school.
   4. My favorite storybook.
   5. Games I like to play.

The work outlined above, together with the giving of a talk by each of the older pupils, may well occupy the period between November first and tenth. Some of the time usually devoted to

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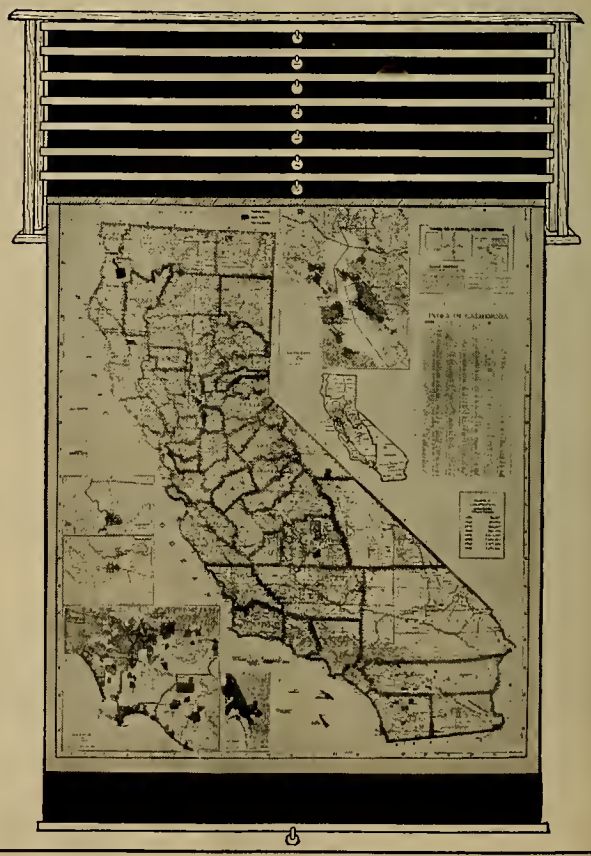

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oral and written English, spelling, silent reading, and the social studies may be used, since preparation of the radio talks will involve experience in each of these.

Our Travel Club

(An activity to motivate silent reading.)

In the third, fourth, and fifth grades a Travel Club may be formed and imaginary journeys taken to different parts of the world to see the children at work and at play. Let each member of the class read to find out what he can learn from people of other lands, *i.e.*, the courage of the Swiss people, the cleanliness of the Dutch, the courtesy of the Japanese.

It will add to the interest if, during the music and physical education periods, a song or dance, typical of each country, may be learned.

References for the Pupils

Burks—Barbara's Philippine Journey.
Campbell—Little Metzer.
Carpenter—Around the World With the Children.
Carroll—Around the World, Books I and II.
Chance—Little Folks of Many Lands.
Dodge—Hans Brinker.
Fairgrieve and Young—Children of Many Lands.
Fairgrieve and Young—Homes Far Away.
Fisher—Resources and Industries of the United States.
Mirick—Home Life Around the World.
Mulets—Sunshine Lands of Europe.
Murray—The Wide Awake Third Reader.
Peary—Children of the Arctic.
Peary—The Snow Baby.
Perdue—Child Life in Other Lands.
Gist, Eide, and Gist—New Stories From Eskimo Land.
Shaw—Big People and Little People of Other Lands.
Smith—Eskimo Stories.
Smith—Holland Stories.
Ramer—Dog of Flanders.
Spyri—Moni, the Goat Boy.
Williston—Japanese Fairy Tales.
MacDonald—Ume San in Japan.
Stefannson—My Life With the Eskimo.

"Herein lies the tragedy of the age:
Not that men are poor;
All men know something of poverty:
Not that men are ignorant,—
What is truth?
Nay, but this,—
That men know so little of each other."

People differ from each other for geographic reasons: but people everywhere are more *alike* than *different*. Stress similarities!

Filling a Friendship Treasure Chest

(This activity, based upon the social studies, has for its objective the development of an attitude of world-mindedness.)

The Junior Red Cross is making a praiseworthy attempt to promote good will among the children of the world. Another organization with the same objective is the committee on world friendship among children.

Under the supervision of the latter, thousands of friendship treasure chests were sent this year by American boys and girls to the children of the Philippine Islands. A group of pupils in Humboldt County who filled one of the chests with treasures (both homemade and purchased) gained, in addition to information specified in the course of study, much in attitudes and ideals. A feeling of interest and friendliness toward the boys and girls across the Pacific was voiced frequently during the weeks spent in preparing the gifts and in the letter of greeting from each child, showed in such remarks as "We are sending you this chest because we want to be your friends," and "I would like to come to see you but it is too far, so we are sending you these gifts instead."

Opportunities for practice in English, oral and written, silent reading followed by book reports, penmanship, and arithmetic, as well as the social studies, were afforded by this unit of work. A vital need for arithmetic was felt when, in purchasing the jump rope and whistle, change had to be counted. Then, again, tissue paper was measured to fit each little package and ribbon for the tying. On the day set for assembling the gifts, all hands were clean, for everyone was eager to wrap a gift and the need for cleanliness was apparent.

Each chest was expected to contain one storybook selected from a prepared bibliography. It was soon discovered that no bibliography was to be found in their chest. After some discussion by the class, each child wrote a letter explaining the difficulty and requesting a list of suitable books. Standards for letter writing had been discussed and the best letter was carefully selected and mailed. The children were critical in their judging.

Next came the necessity for reading a number of books in order to send their favorite.

The planning and filling of the friendship treasure chest represented several weeks of intensive work. During this time the interest remained high and when the chest was finally locked and the key securely tied to the handle, one child said, "It was lots of fun to fill the chest. It was like playing Santa Claus."

Such an activity as this tends to develop the spirit of tolerance and broadmindedness necessary in meeting and solving problems of world interest.

CONTINUATION SCHOOLS

By Harry G. Hansell,
Principal, San Francisco Continuation School

The continuation school is a vital and important part of a school system which seeks to render a service to those boys and girls who find difficulty in remaining in regular full-time school classes, and are thereby deprived of the educational heritage to which the state by law maintains they are entitled.

California accepted the terms of the Federal Vocation Education Act of 1917 which encouraged the states to provide "part-time classes for workers over fourteen years of age who have entered upon employment, and such subjects in a part-time school may mean any subject given to enlarge the civic or vocational intelligence of such workers over fourteen and less than eighteen years of age."

The California plan required that every junior worker under eighteen years of age who is not a high school graduate must attend classes at least four hours a week. Certain exceptions were provided for. After twelve years of experience with such schools and classes the additional requirement was made by the California Legislature last year that boys and girls under eighteen years of age who are not in full-time, regular day schools and who are not high school graduates and who are not employed should attend special continuation education classes at least three hours daily during the time of employment. The new law also provided for certain exceptions and changed the name from part-time to continuation education.

Teachers in the continuation school are of the very highest type and must have sterling qualities derived from rich experiences, training as teachers, and practical experiences in the business and industrial world. All are making contacts with business and industry, and all must have human qualities of sympathy, understanding, and patience which are so necessary in handling their many individual relationships with their pupils. Through coördination work, teachers learn what to teach and how to act for the betterment of their pupils. Through guidance, placement, and follow-up activities teachers are able to bring about a coördination of all interests which contribute to the advancement of their pupils.

The continuation school assumes that education is life and life is education; that there is an "everlasting difference between making a living and making a life;" that education for those who drop out of school can best be arrived at through experiences and situations and not through subjects; that the educational process should not stop when the pupil leaves school to go to work but should be continuous through adolescence and into adult life.

The continuation school functions as the best types of education function—through the individual work and social expe-

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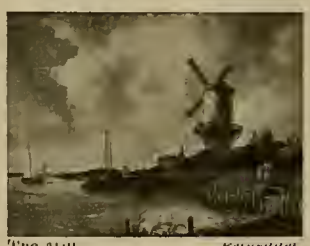
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riences. It recognizes the fact that education is being obtained, not only on the job, but in every human relation, and that the function of the school is to seize upon these experiences and give them significance in the life of the worker.

The teachers as coördinators visiting employers, parents, and such agencies as may assist in the development of the individual pupils are able to determine individual needs and interests and to relate all activities of the school to actual life situations.

Such continuous out-of-school contacts determine the needs for up-to-date subjects and methods of instruction that will meet individual needs. Short unit courses of instruction providing opportunity for individual instruction and for group project work wherever needed have been provided in the curriculum. Through a consideration of the total situation in which the individual finds himself, the continuation school is prepared not only for vocational education, but for what is more important, even in providing for vocational fitness, cultural, civic, health, and home education.

DEPARTMENT OF RURAL EDUCATION

By HELEN HEFFERNAN,
Chief, Division of Rural Education

PLACER COUNTY IMPROVES RURAL SCHOOLS

By ARTA OLDHAM BRADT,
Supervisor of Rural Schools, Placer County

[EDITOR'S NOTE: The request has come from many county superintendents and rural supervisors that typical rural supervisory programs be presented from time to time in this department. It is a pleasure to publish a remarkable record of achievement in supervisory service in Placer County. The following report was prepared by Miss Arta Oldham Bradt. The title is the editor's.]

THE FUNDAMENTAL STEP in attempting to carry on our program of progressive education in Placer County is making a definite plan for each year's work. This is in accordance with the findings of a survey of the situation including last year's accomplishments. Definite objectives are set up, means for carrying them out are planned, and a system of checking results is devised.

Following is the program for the last year:

SUPERVISORY PROGRAM—1929-30
GRADES FIVE TO EIGHT

SITUATION

I. Organization of County Educational System.
  A. Distribution of schools by number of teachers employed.
    25— 1-teacher schools (4 summer schools).
    6— 2-teacher schools.
    2— 3-teacher schools.
    1— 4-teacher school.
    2— 5-teacher schools.
    1— 6-teacher school.
    1—13-teacher school.
    1—14-teacher school.
  B. Teachers in supervised schools.
    Teacher load 55
    New to county 14
      Experienced 46
        Trained 27
        Untrained 19
      Inexperienced 9
        Trained 7
        Untrained 2
  C. Distribution of pupils by grades.
    Fifth grade—270
    Sixth grade—238
    Seventh grade—300
    Eighth grade—270
    1078
  D. Three high schools enrolling approximately 900.

II. Test Results.
  A. Stanford tests.
    Adv. Form A—Fall 1928.
    Adv. Form V—Spring 1929.
  B. History achievement farthest below normal.

III. Other pertinent data.
  A. County board coöperative and open-minded.
  B. Somewhat incomplete but more progressive course of study than the old one to put into use.
  C. Large percentage of children of foreign parentage.
  D. An awakened interest in individual instruction and activity programs.
  E. Acquaintance with the state course of study in music and art.
  F. No county library.
  G. A state demonstration school to be established at Sheridan.
  H. Inclusion in year's time schedule of a visiting day for each teacher and a play day for each school (schools divided into 3 or 4 groups).

PROGRAM

I. Objectives.
  A. Improvement in methods of instruction (general).
  B. Better instruction in music and art and a deeper appreciation of the importance of the æsthetic side of life.
  C. Raising of standard of achievement in history.
  D. Better adjustment of pupil personnel.

II. Means of carrying out objectives.
  General:
  A. General meeting of inexperienced teachers and those new to county system, August 31.
    1. Discussion of program for the year.
    2. Sectional meetings for special group needs.
  B. Supervisory visits on call and on schedule.
    1. Each school to be visited once in six weeks.
  C. Group meetings of schools.
  D. Exhibits of work at group meetings.
  E. Demonstration teaching, chiefly by teachers.
  F. Bulletins, etc., sent from office.
  G. Classes for teachers.
  H. Day for directed visiting.
  I. Demonstration of instruction in writing (special representative suggested by chief of division).
  J. Play days as an aid to instruction in physical education.

  Objective A:
  A. Use of state materials in individual instruction.
  B. Volunteer group of teachers to work on units for individual instruction.
  C. Free work period.
  D. Organization of work on "activity" basis where practicable (i.e. where ability of teacher will warrant and community will not interfere).
  E. Combination of classes where possible, to economize time in one-room schools.

  Objective B:
  Music:
  A. Organization of a short course in music.
  B. Closer following of state music course.
  C. Musical instrument in every school.
  D. Use of rhythm and harmonica bands to arouse interest in creative music and in reading music.
  E. Concerts by groups of schools to coördinate work.
  Art:
  A. Organization of short course in art.
  B. At least one "beauty spot" in every school and better school housekeeping as an aid to beauty.
  C. Fuller use of the state course of study.
  D. Correlation of art with other subjects.

(Continued on page 12)

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VOL. XXXVI OCTOBER, 1930 No. 10

HELEN VOGLESON FLIES FAR AND HIGH

DEAR MEMBERS OF THE LIBRARY STAFF: Knowing you are interested to hear of my rather unusual kind of trip East, I think the best way to tell the story will be to give it in the form of a letter which can be passed around, so I am writing it today as the train speeds along over the desert between Albuquerque and Williams. Am surprised to find the weather in this part of the country more agreeable than it was yesterday out of Kansas City where it was almost sickening hot until after midnight, when the cool breezes came along and finally demanded more bed covering. We have had several showers today and the color of many desert flowers and the fresh greenness of plants against the wet red sand presents a most beautiful desert garden.

As you know, I decided to travel East by airplane, so when the ticket was bought I felt "the die was cast" and the plan must be carried out. I confess that I felt a little trepidation as the "great bird" rose from the ground and I realized that a flight of some two thousand miles lay before me. Of course I prayed that the machinery would not fail us. It did not, and here follows the story of my flight.

You will recall that I left Saturday, August 2, starting from the Glendale airport of the T. A. T. (Transcontinental Air Transportation).

There were twelve passengers, of whom three were women. We left at 9:30 a.m. and our first landing was made about noon at Kingman, Ariz., a flag stop. It was good to step out here and shake ourselves. As soon as a supply of gas was secured, we boarded the plane again and a box lunch served by the mate enlisted our attention for a while.

The second landing was made at Winslow, Ariz., at 3 p.m. You note we were still in Arizona. Our expert captain and mate left us here and we were sorry to have them remain behind for they certainly knew how to handle the ship. Their landings were perfect, sliding down to earth so easily and up to the disembarking point with even less of a bounce than when an auto passes over the ordinary level of a rail track. The third landing came at 5:20 p.m. at Albuquerque, a most interesting desert city, and beautiful as the late afternoon sun rested upon it. Our new captain was not so skilful in landing here or at Clovis, N. M., where we arrived at 7:45 p.m. This landing was made after dark and the searchlights and ground signals afforded new thrills. Here we left off flying to be taxied to the Santa Fe train which was to carry us on during the night to Waynoka, Okla. After dinner, several of the passengers chatted on the hotel piazza and enjoyed the cool night breeze until 10:30. By this time the "Scout," one of the crack Santa Fe trains which had left Los Angeles Friday morning, caught up with us. This train carried us to Waynoka, where we ate breakfast. At 8:55 we boarded another plane bound for Kansas City. By this time we felt quite well on our way and considered ourselves real "flyers." Reached Kansas City at 11:45 and changed to another air line for Chicago where I stepped out at 3:30 Sunday afternoon, just thirty hours after leaving Los Angeles.

Of our passengers, one woman left us at Wichita and another at Kansas City. The latter was bound for New York, which she would reach by Monday night, traveling by train from Columbus, Ohio, the eastern terminal for western air lines. Discovered that this young woman was acquainted with our Miss Wheatley. I was the only woman aboard from Kansas City to Chicago. It seemed odd that the women appeared to be the best "sailors," for a number of the men fidgeted quite a bit and smoked or chewed gum very hard. Three of them did not seem to care for the lunch, even though it was attractive and good. From Kansas City the sailing was particularly smooth. My cup of very hot coffee rested quietly on the window sill and the contents hardly moved except when I lifted the cup to drink.

However, when starting up or coming down, there was always some jolting yet not so much as one might expect. In fact, it is nothing like the jolting on a steam train except when an air pocket is encountered. I was fascinated in watching for the moment when the plane first lifted itself from the ground and in realizing that we were "up" again. Once we dropped four hundred feet when we hit an air pocket, but even that was not so very startling. Of course the noise of the motors is terrific and talking is simply impossible. So there is nothing to do but to relax and enjoy the unparalleled view and try to appreciate the thrill of it all. If one grows weary of the monotony, it is easy to read or nap. The first day up I felt the vibration considerably before the day was over and was quite glad that we were to travel by train for the night. The chairs are rather close fitting, and the aisle too short for much of a promenade. All the way through I was greatly impressed with the efficiency of the operators and the very quiet way in which everything was done. The service from Los Angeles to Albuquerque was much better than from there on to Chicago. Waiting rooms were better cared for and canopies were provided to protect passengers from the glaring sun as they alighted. At Kansas City and Chicago the heat and glare were almost unbearable.

The landing field in Chicago was on the South Side, and my brother and sister drove sixty-five miles from Evanston, a suburb of Chicago, to meet me. They remarked that I did not seem to wobble like some as they walked to the station, so I concluded that I had made a pretty good record as a flying passenger.

The temperature while in the air dropped to sixty-three degrees when we passed over Cajon Pass and skirted near a storm cloud. The highest elevation reached was near twelve thousand feet, in crossing the San Bernardino Mountains near San Gorgonio. Most of the time we traveled from three to six thousand feet high. The speed varied from one hundred to 125 miles an hour, but one does not sense this as there are no passing objects by which to measure. Only once did I get an idea of the great speed and this was when we passed over Joliet, Ill. Joliet is forty miles out of Chicago, and we passed Joliet and were landed in ten minutes.

Over most of the way the view below was intensely interesting. Only for a little while were we above the clouds, as the weather seemed to be especially clear. It was considered good flying weather and at every place we arrived from ten to fifteen minutes ahead of the scheduled time. At no time did the clouds cut off the view below. At one time when we seemed to be headed into a big storm cloud our captain just sailed around it. Occasionally bits of filmy clouds floated below like lovely veils, and the general impression of the "lay of the land" was that it is very flat and looks most like a crazy patchwork quilt, or a child's arrangement of toy buildings set near a railroad track. The railroad across the desert looked like a tapeline thrown down carelessly.

Among the outstanding points of interest were the towns and cities. Lake Arrowhead appeared like a turquoise locket. We passed over a portion of the Grand Canyon, the Painted Desert, and three large rivers—the Missouri, the Mississippi, and the Illinois. The latter was the most beautiful, and the "Father of Waters" most disappointing because the waters were so very low. Much land looked forbidding and one could not help but wonder if the sign of the subdivider would ever appear in these waste places. In Arizona we saw an amazingly big hole. It is nearly a mile wide and six hundred feet deep and

Helen Vogleson writes a letter to her staff.

was made by a falling meteor over two thousand years ago. It is now reported that an exploration company is attempting to sink a shaft to find the meteor, which is supposed to be buried far below and to be composed of valuable minerals.

Some of the country showed signs of the long dry summer, though the damage did not appear to be so great as reported. The plowed fields as seen from "upstairs" presented a very interesting sight. Quarter section lines showed the surveyor's work very plainly, and I never saw such fancy plowing. Fields were plowed or harrowed up and down with borders running crosswise or in geometric figures and sometimes with fancy curls along the outside borders or in the centers. I wondered if the plowman did this as a greeting to air travelers.

You may ask if I recommend this mode of travel? Yes, I do, and I think it will be used quite commonly very soon—that is, as soon as it becomes less expensive. But even if it remains expensive everyone should try a good long trip at least once, for there is no other experience quite like it. The hazards seem greater than by steam train and ocean liner or automobile. Yet, are they? As one speeds along by train or steamship, particularly by night, one can surely only trust and hope that the network of switches is properly set and that the fog horn gives sufficient warning, or that "safety zones" are really safe from reckless auto drivers even in daytime. So we each take our risks in one way or another every day and it is necessary that one goes calmly and without fear else we should all be compelled to remain at home.

My whole trip and vacation time has been one of considerable interest not only because of this unusual experience in mode of travel, but also because of opportunity to see parts of the country new to me. One week-end a brother took my sister and myself by auto to our old home in Southeastern Ohio. In getting there from Evanston, we crossed part of Illinois, all of Indiana, and the greater part of Ohio. Another week-end my sister and I motored to Madison, Wis., by way of Milwaukee, passing through some of the most beautiful and prosperous type of farming country I have ever seen. The tobacco fields in Southern Wisconsin presented a beautiful sight even though some may class this plant as a "dirty weed." The trees everywhere impressed us greatly, especially in Evanston and Madison. Both cities are located ideally beside much water and seemingly in the midst of a forest, but I missed the California open view of the night sky and the stars.

At Madison I stepped into several of the buildings of the University of Wisconsin, also the state capital where I called on Mr. Lester, secretary of the Wisconsin Library Commission. Some of you will remember Mr. Lester as one of our A. L. A. convention visitors. He was away on vacation, but I found Miss Harriet Long, chief of the traveling library section. Miss Long was preparing to go to Salem, Ore., as state librarian, but she graciously took time to show me about and to tell me about library work in Wisconsin. I also visited a number of other public libraries in this section; Chicago, Milwaukee, Toledo, Evanston, Lake Geneva, and Fort Atkinson, as well as the American Library Association headquarters in Chicago. Each place was very interesting, but I truly believe that everyone of you would prefer to be with the Los Angeles County Library, because we do enjoy certain advantages. Most of the central library buildings I saw were terribly crowded and walls, furniture, and books looked very dingy, but several places are getting beautiful branches and some are laying plans for new central buildings.

At Toledo I saw the now famous "Dickman" book-charging system in operation, and at Evanston I saw the Detroit "charge it yourself system." This was great good fortune, for I had the opportunity to observe them at first hand and to ask questions.

Of course, I met many friends, some of whom had attended "our" A. L. A. and others were friends of the time before I came to California in 1913. And now I am glad that I am returning home and of course I am hoping that I shall find you all well and that our work together is progressing in the fine teamline fashion that I know you are capable of following. In comparing the work of the Los Angeles County Library with library work in other places, I feel very sure that our library merits well your pride and devotion.

Sincerely and affectionately your librarian,

Helen E. Vogleson.

There is only one failure in life possible, and that is not to be true to the best one knows.—*Farrar.*

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(Continued from page 9)

E. Appreciation of the beautiful in natural surroundings.
F. Exhibits in connection with group concerts.

Objective C:
A. Use of teaching plan as outlined in "Teaching of History in the Middle Grades," by Mary G. Kelty.
B. Use of projects, activities, dramatization, etc., to vitalize history teaching.
C. Bulletin of suggestive activities taken from teachers' 1928-29 reports.
D. Improvement of reading as a tool.
E. Supplementary history material of lesser reading difficulty than the state text.

Objective D:
A. Survey to discover and classify the unusual child.
B. Means of adjustment suited to individual.
1. Use of local agencies in so far as available.
2. Use of state agencies.

III. Checking results.
A. How many schools have attempted individual instruction? How effectively?
B. How many schools have organized large units of work? What were the outcomes—social and in subject matter?
C. Is the county a "singing county"?
D. Has "art" functioned in bringing beauty into the children's lives?
E. Have any concerts or exhibits been held?
F. How many cases of maladjustment have been corrected?

SUPERVISORY REPORT—1929-30
GRADES FIVE TO EIGHT—PLACER COUNTY

I.

TEACHERS' MEETINGS

SEPTEMBER: There are always matters of organization and certain regulations peculiar to each county. In order to have these clearly understood at the beginning of the school year, the inexperienced teachers and those new to the county were called together previous to the opening of school. Our county system of combining and alternating classes was explained, the fundamental philosophy of our new course of study was discussed, questions of organization were answered, assistance in program planning was given, and the supervisory program was submitted.

On the twentieth of this month a dinner party for the county teachers was given at the Hotel Auburn. This was purely a social occasion and was a most happy one. The older teachers had an opportunity to renew acquaintance and exchange vacation news. The new teachers were welcomed into the group and were made to feel at home. Community singing and stunts were enthusiastically entered into. Rural teachers need social opportunities and with this idea in mind the dinner was arranged.

OCTOBER: Placer County held its institute in Sacramento, October 16, 17, and 18, in connection with the meeting of the C. T. A., Northern Section. A county meeting was held the afternoon of Friday, the eighteenth. At this meeting, Mrs. Lillian B. Hill, chief of the bureau of attendance and migratory schools, gave a most inspiring talk on articulation between the elementary and secondary schools, with emphasis on the guidance program. This meeting definitely helped in awakening the high schools to their responsibilities to incoming freshmen.

NOVEMBER: Realizing that a course of study is valuable only through its interpretation, a general meeting of all the teachers in the county was held at the Alta Vista School on the afternoon of November 7. Miss Helen Heffernan, chief of the division of rural education, gave a most stimulating and thought-provoking talk on the integration of the social studies. Through reports of actual situations and an exhibit of work done by children in studying certain fields, she brought home in a most forceful manner the possibilities of a more understanding outlook on the social studies and how instruction in the social science field could be improved. This meeting bore fruit in numerous activities carried on in the schools.

To further the health program of the county and encourage the use of our excellent new state manual in physical education, Miss Winifred Van Hagen, chief of the bureau of physical education for girls, spent three days with us. Three zone meetings were held: Loomis, November 20; Auburn, November 21; Roseville, November 22. Several children from each of the schools in the various zones attended these meetings with their teachers. We felt this was a splendid thing for them as they, too, became familiar with the manual as a source of fascinating material.

Aside from these zone meetings, Miss Van Hagen visited several schools to their great delight. The three schools on the Forest Hill Divide met at Forest Hill and had a most happy time. (They have come to regard Miss Van Hagan as their particularly cherished friend.)

DECEMBER: We feel ourselves especially favored that we were able to have Doctor Fannie W. Dunn speak at a meeting in Auburn. A meeting was held Wednesday evening, December 11, at which both Doctor Dunn and Miss Heffernan spoke. This was a meeting for teachers and laymen alike, its chief purpose being to acquaint them with the status of rural education. It was made possible through the courtesy of Miss Heffernan and the coöperation of the high school with the county office.

FEBRUARY: A meeting on the techniques of individual instruction was held at the Sheridan State Demonstration Rural School on February 10. A number of teachers, who had not used their visiting days, spent the day there as a preliminary to the meeting. Two of the eighth grade boys explained some of their graphs and both Miss Ward and Mrs. Stineman, the two teachers of the school, gave talks. The teachers resolved themselves into a conference group and much helpful discussion ensued.

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FOR TEXTBOOKS

On February 20 in Roseville, Mrs. Mettler, the representative of the Zaner-Bloser Company, gave a demonstration of the changes in the writing system and of the new books. This was arranged for the Roseville schools through our county office, and our county teachers were invited to attend. Many of them did so and, as a result, carried back to their schools a clearer understanding of our writing aims.

II.

PROFESSIONAL MEETINGS ATTENDED

October: Conference of Rural Supervisors of California, Pasadena, September 30–October 4.

Northern Section of C. T. A. and County Institute, Sacramento, October 16–18.

Northern Section of Rural Supervisors, Sacramento, October 17.

December: Rural Education Day, Chico—Doctor Fannie W. Dunn of Columbia University, speaker, December 13.

March: Meeting of County Boards of sixteen northern counties, Chico, March 21–22.

Northern Section of Rural Supervisors Association, Chico, March 22.

May: Northern Section of Rural Supervisors Association, Chico, May 24.

All of these meetings have been decidedly worth while. I consider the annual conference of supervisors, held in connection with the superintendents' convention, of inestimable value. Through it, so many splendid professional contacts are made possible, a state-wide program of supervision, unified yet fluid, is made apparent, and inspiration to "carry on" is gained.

The supervisors' association meetings at Chico are helpful. The committee system of studying a problem and reporting to the group has provoked interesting discussions.

As a result of the County Board meeting, I see already an added impetus toward an adequate educational program in the northern counties. Through the planned-for curriculum construction, interest will surely be quickened in all of them.

III.

CARRYING OUT THE PROGRAM

(A copy of the supervisory program for grades five to eight —1929–30, precedes the report.)

Objective A: Improvement in methods of instruction. The units of work for individual instruction in arithmetic, spelling, and language were obtained from the state department in sufficient quantity for each teacher to have a set. Their use was not required but was adopted in practically all the schools, especially in arithmetic. One of the greatest difficulties was the making of tests for each unit, so a group of teachers volunteered to make them. The arithmetic units for grades five to eight were divided among them and three tests for each unit were made. These I hope to have mimeographed with answer keys for distribution in the fall.

Many of the schools have adopted a free work period and in one or two the major part of the work is on an activity basis. In the one- and two-room schools, classes have been combined to work on the same activity, the children contributing on their respective levels.

Objective B: Better instruction in music and in art and a deeper appreciation of the importance of the æsthetic side of life. As the first step in carrying out this objective, an extension course in the teaching of music in rural schools was organized through the Sacramento Junior College with Miss Mary Ireland as instructor. The state course of study was used as a guide and interpreted to the teachers. This course was productive of an enormous amount of good. Teachers who had calmly taken it for granted they couldn't "teach music," found that "music" included more than they had realized and were spurred on to put forth effort and enjoy it.

While there may be diversity of opinion as to the musical value of rhythm and harmonica bands, they have brought much joy to children in various schools. They have helped to develop time sense, a recognition of harmony, and ability to read music. These I shall speak of in a later section in connection with a county concert.

It was not possible to arrange for an art course this year, but appreciation of the beautiful has not been neglected. Beautifying of schools is going on constantly—furniture is being rejuvenated with new paint, and school grounds are being landscaped.

Objective C: Raising the standard of achievement in history. That this objective has been carried out is shown by comparing the results of this year's Stanford tests with those of last. It is most gratifying to note the rise not only in history but in geography as well. The district trustees have been as generous as possible in supplying materials and the teaching of the social studies has been made more vital.

Objective D: Better adjustment of pupil personnel. Through the coöperation of this office attempts have been made to adjust several cases of physical and emotional disability. A number of cases of "misfit" grades have been cared for and provision made for the unusually bright child to progress in accordance with his social and physical, as well as his intellectual development. The greatest gain in this direction is the fact that I have already worked with the high schools on their guidance programs and am to assist on registration day in programming the freshmen.

A class in speech correction was organized in Lincoln this year and while this school is not under county supervision, encouragement and suggestions were given by this office.

IV.

OUTSTANDING HANDICAPS

1. A large number of untrained teachers. However, both the experienced and inexperienced, through extension and summer sessions, have been availing themselves of opportunities to improve. The great difficulty is their lack of richness of subject matter, of cultural background. This obstacle, untrained teachers, will never be overcome so long as our neighbor counties certify so many teachers by examination.
2. Distances and travel difficulties. These are unavoidable due to the county's geographical location. Most of the schools I am able to visit once every six weeks, but this is impossible in some instances.
3. No county library. This is a decided blot on our educational program.
4. No county health nurse. This makes it extremely difficult to carry on an adequate health program. However, the physicians in several communities have been very generous with their services.

V.

ACQUAINTING THE PUBLIC WITH THE WORK OF THE SCHOOLS

Meetings of various kinds have been the most used means of acquainting the public with the work of the schools. Aside from the previously mentioned one at which Doctor Dunn spoke, there have been several special P. T. A. meetings at which a modern program was discussed, two community meetings at Sheridan, the trustees' institute, and many meetings during Masonic Education week.

The two meetings at Sheridan are deserving of special mention. The first one was held on the afternoon of November 8. At this, Miss Heffernan spoke on the ideas and ideals of a modern program of education and accepted the school as a state demonstration school. The children explained to their parents and friends the principles underlying individual instruction and told how they had enjoyed their two months of school under the new régime Many people who had never been inside the schoolhouse attended and were delighted. The second one of these meetings was on March 7 when the state sign was presented by Mrs. Moss, County Superintendent of Schools, acting for the state department. This was a gala occasion. The community really appreciate the honor and are most happy in their school situation.

As a special feature of the trustees' institute, a concert contributed by the one- and two-room schools only was presented.

Three numbers on the program of rather unusual interest were the harmonica band from Sheridan, playing two-part melodies, the rhythm band from New England Mills, which included every child in school from the first to the eighth, and played scores worked out by the children themselves (some by over-age eighth grade boys), and a chorus of sixty children representing the one- and two-room schools of the county.

This last was a rather ambitious undertaking and we were all much pleased with the outcome. On my regular supervisory visits, I had taught two of the songs. Several children from each school were chosen to sing and with but one practice they presented, under my direction, Silent Moon (type of song for primary grades), The Blackbird (intermediate grade type), and Slumber, Slumber (two-part song, upper grades). Since the children singing these three were from all the grades, this gave a true picture of what is possible in a one-room school.

As an outcome of a school activity, a "talkie" was presented by the Spring Garden School. It included a news reel of county school news and a feature picture, "The Gold Seekers," written and filmed by the children.

The papers have been very kind in publishing any publicity requested. One of the papers, the *Auburn Journal*, has carried each week a full page of material contributed by the Alta Vista School.

VI.

STANDARD TESTS

DURING THE MONTH of February I gave the Stanford Achievement Test to grades four to eight inclusive, except in the five largest schools where one teacher was selected. These were scored by the teachers and graphs were made for each child. Individual conferences with the children were held and they attacked remedial work with greater energy as a result.

Results of all standard tests are entered on the child's permanent record card and this card for each entering freshman is sent on to the high school. Remedial work is always planned with the test results as a basis. The results are not used for school comparison except in unusual cases to a limited extent.

VII.

PROFESSIONAL IMPROVEMENT OF TEACHERS

1. Supervisory visits scheduled and on call, followed by individual conferences.
2. Teachers meetings as noted above.
3. A day for directed visiting for each teacher.
4. Demonstration teaching, chiefly in music.
5. Organization of extension classes.
   a. Teaching of music in rural schools, Sacramento Junior College, 1 unit; Miss Mary Ireland, instructor.
   b. Practical primary methods, Chico State Teachers College, 2 units; Miss Clara Kaps, instructor.
   c. Adolescent psychology, Chico State Teachers College, 2 units; Mr. Bell, instructor (Roseville).
   (While I had no part in organizing the last two, I am mentioning them in my report as many of the teachers under my supervision attended.)
6. Letter and bulletins from the office.
7. Suggestions for professional reading and supplying books.
7. Assistance in planning programs for work in summer sessions.

VIII.

MISCELLANEOUS

PLAYDAYS: During the last week of April, playdays were held at Ophir, Sheridan, Applegate, and Dry Creek as centers for groups of schools. Aside from the physical development, the social outcomes for both teachers and children were decidedly worth while. In some of the places, parents and community members assisted in making a success of the undertaking.

TEACHER TRAINING: As a means of establishing a closer cooperation and a better understanding of conditions in the small rural school, a member of the Chico State Teachers College faculty spent a day visiting schools with me and doing some follow-up work on their graduates in our county.

IX.

NEXT YEAR'S PROGRAM

ON THE BASIS of this year's achievement I have chosen the following as objectives for the year 1930-31:

1. The development of an integrated course of study in the social science field. This will be worked out through an extension course from the University of California. This course of study will be Placer County's share in the northern counties' curriculum study.
2. The improvement of instruction in art. Since we were unable to arrange an extension course for this purpose in 1929–30, the teachers have asked to have one next year.
3. A study into the causes of retardation. Our state report showed a large percentage of retardation. We wish to discover the causes and eliminate such as we are able.
4. Specific objectives for individual schools. These are determined by conference with the teacher, using the school's grade graphs as a working basis.

(The means for carrying these out will be more definitely planned when the teacher personnel for next year is known.)

There is always so much to be done, and one's accomplishment always falls short of one's desires. This has been a year of real awakening in some quarters. Everyone has worked hard and all have worked together. The teachers have been enthusiastic and both the County Superintendent and the primary supervisor have coöperated in every way, which I truly appreciate. Hearty thanks are due the State Department of Education, particularly those members who have given so liberally of their time and effort in helping carry on our program.

WESTERN SCHOOL NEWS

FREDERICK H. MEYER, director of the California School of Arts and Crafts, has issued an artistic catalogue for 1930–31. This institution was founded in 1907. It is state accredited and is performing a splendid service for the state. Send for a free copy of this beautiful catalogue. Address, California School of Arts and Crafts, Broadway at College Avenue, Oakland, Cal.

ALICE G. WHITBECK, librarian, Contra Costa County Free Library, has just issued the seventeenth annual report.

THE SAN FRANCISCO *Public School Bulletin*, edited by A. J. Cloud, has a front page devoted to the Presidio Junior High School conference, and a picture of W. H. De Bell, deputy superintendent junior high schools in San Francisco, Cal.

SUPERINTENDENT WALTER R. HEPNER, has made Jay D. Conner director of elementary education. Mr. Hepner's bulletins are of unusual interest. His message on "Carry-Over Values" in the *Bulletin* of September 26 is of great practical value.

AARON ALLMAN, director of art, San Francisco school department, was in charge of the art exhibit of the school department of San Francisco at the state fair. He was congratulated by many people on the excellent exhibit.

C. L. GEER, District Superintendent of the Coalinga schools, brought back from the state fair many prizes for his various school exhibits, and he brought back from the convention at Lake Tahoe the reputation of making one of the best speeches of the convention.

CHARLES A. ADAMS of San Francisco, member of the State Board of Education, has been appointed a member of the National Schools Survey Committee by Secretary of the Interior Wilbur. Mr. Adams is a devoted student of educational problems and has an open mind on problems of education that are problems.

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Farewell Tributes to Mr. Ferguson

On October 1, 1930, Milton J. Ferguson severed his official connection with the California State Library and became librarian of the Brooklyn Public Library, which contains more than one million volumes, has forty branches, and a staff of four hundred.

During the thirteen years Mr. Ferguson has been state librarian, he has made countless friends in California. Prior to his leaving for Brooklyn there were numerous tangible evidences of the esteem in which he is held. On August 18 the members of the Roxburghe Club of San Francisco, of which Carl I. Wheat is president, presented Mr. Ferguson with Walt Whitman's "Leaves of Grass," printed by E. and R. Grabhorn of San Francisco. Although the book was not to be published until September, the publisher, Random House, New York, gladly consented to the delivery of the first copy to Mr. Ferguson.

Albert M. Bender in making the presentation speech paid high tribute to the Grabhorns and Mr. Ferguson when he said the book, "Leaves of Grass," was a master product of a master printer for a master librarian.

Only four hundred copies of the volume are to be printed. It is bound in half morocco and oak boards. It is folio size and is a splendid piece of typography. In its strength, simplicity, and beauty it is in perfect harmony with the text.

The group with which Mr. Ferguson has been most intimately associated over a period of more than twenty-two years—the staff of the State Library—installed a beautiful telechron in Mr. Ferguson's office during its last week of occupancy by him. This electrically controlled clock will grace his desk in Brooklyn and be a constant reminder of faces other than that of the clock.

On September 12 a staff tea was the means of bringing Mr. Ferguson in contact with many out-of-town librarians, as well as with his staff.

At the monthly staff luncheon of the department of education Mr. Ferguson was presented with a beautiful etching by A. Ray Burrell on behalf of the members of the department.

The Rotary Club of Sacramento, of which Mr. Ferguson had been a most active president one year, gave him a farewell in true Rotarian style and presented him with a wrist watch.

Mr. Ferguson is taking to his responsible position in the East a mind filled with expressions of good will from his friends in the West.

Miss Mabel R. Gillis Is California's State Librarian

On September 15, 1930, Governor C. C. Young announced the appointment of Miss Mabel R. Gillis as State Librarian to assume office on October 1, 1930. It was an announcement that gave the keenest satisfaction to the entire library profession of California; to the many users of the State Library all over the state; to the blind borrowers with whom she has been closely associated for so many years; to the county librarians which whom she works so understandingly; and to her many friends far and near. To the staff of the State Library the announcement brought the greatest joy.

Only a few hours had elapsed after word was received of the appointment when Miss Gillis was called to the State Librarian's office. To her astonishment, she found the room filled with the members of the staff to greet her and welcome her as State Librarian. The desk was covered with beautiful flowers from the staff, librarians, and friends. Miss Cornelia D. Provines, librarian, Sacramento County Free Library, presented on behalf of the county librarians an exquisite basket of yellow roses, blue delphiniums, and ferns. Miss Gleason, librarian of Siskiyou County, was a visitor who added to the pleasure of the gathering.

After feeling expressions of appreciation from Miss Gillis and personal greetings to her from each one present, the group went back happily to their respective departments. They felt secure in the knowledge that the State Library, which means so much to California, is to be directed by a librarian who understands it and its possibilities better than any other person in the state.

Eighty Years of Progress

Eighty years of progress was the theme of the seventy-sixth annual California State Fair held in Sacramento August 31–September 7, 1930. This theme was closely followed by the State Library in its exhibit as it is one of the few state institutions which has been in existence since the beginning of state government in California. The history of the State Library from 1850 to 1930 as depicted by the exhibit was divided into two periods. The first period covered fifty years of inactivity. The last thirty years showed phenomenal development of a lasting type.

On January 24, 1850, Governor Peter H. Burnett signed the bill establishing the California State Library. As a nucleus for the State Library Governor Burnett donated a collection of law books, and John C. Frémont, the Pathfinder of the Rocky Mountains, added a gift of a hundred books covering such subjects as law, medicine, travel, and government documents. From this small but interesting historic beginning has grown our present State Library of over 400,000 volumes of nonfiction.

To bring this historic background to the minds of people who viewed the exhibit, a case with two shelves of early-day law books and books of the type of general reading used in pioneer days was displayed. Over this bookcase, pictures of Governor Peter H. Burnett, John C. Frémont and his wife, Jessie Benton Frémont, clad in the garb of 1850, looked down approvingly upon the little collection of books with somber, unattractive covers. The severe ideas expressed in stilted language by the authors of the books were in harmony with the unsmiling faces of their donors who had endured the hardships of pioneer days.

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ingly precious. To the founders of the State Library the idea of circulating books from a state institution was unthinkable. The members of the Legislature and the Governor contemplated a reference library only. This idea continued for fifty years. Even as late as July 31, 1890, the board of trustees of the State Library in its biennial report to Governor R. W. Waterman said, "We believe the State Library can under no circumstances become a circulating library, but that it is for the use of the people of the whole state—for use *in* the library. We are considering rules to that end." They even cited as a heinous offense that some of the "State Officers" had taken books from the library and loaned them to friends on the outside. To guard against any further depredations, they ordered a new lock on the main entrance. To the present generation in California with books made available to them wherever they may choose to live, these illogical ideas of 1890 seem incredible.

It was impossible to visualize in an exhibit the beginnings of the State Library from 1850 to 1861, when it was a small collection of books administered by the Secretary of State. It was equally difficult to show its inability to serve the people of the state during the time the law did not permit the books to circulate. To overcome this difficulty and to make the exhibit as effective as possible, a relay of attendants was in charge daily from 10 a. m. to 10 p. m.

Library service throughout California suffered from 1850 to 1900 through having a central State Library which was merely a reference library and did not take any active interest in establishing public libraries. There were only twenty-three counties in the state which had public libraries, and many of these were small. A map of California indicating these few public libraries gave a vivid idea to state fair visitors of the lack of libraries in California prior to 1900.

While the history of the first fifty years of the California State Library showed an institution held back by state law and precedent throughout the United States, it had been gradually developing as a fine law library and as an excellent foundation for a good general collection. Its usefulness was limited, however, to members of the legislature when it was in session and the few lawyers who were near enough Sacramento to use it.

On April 1, 1899, James L. Gillis was appointed State Librarian. He was a man of vision and of action. He was not satisfied to be the head of a state institution with great possibilities of service to all the people of California and allow it to remain shackled by an unwise law. Through his initiative the law was amended so that the books of the State Library might circulate throughout the state.

This era of development from 1900 to 1930 was vividly portrayed by posters, maps, pictures, and books. One poster showed the marvelous development of the State Library during the last thirty years. Its eleven departments—law and legislative reference; California; periodicals; reference; documents; books for the blind; catalog; order; shipping, book repair, and photostating; library organizing; prints; and Sutro branch in San Francisco gave an idea of its wide service to the entire state of California. This was in sharp contrast to its first fifty years of existence when it had little more than a law department. A picture of the new State Library Building with interior views of the spacious quarters occupied by the eleven departments served as a means to invite out-of-town people to visit the State Library, become acquainted with its resources, and avail themselves of its privileges.

A collection of attractively bound books were exhibited as examples of the 400,000 volumes of nonfiction with which the State Library supplements the service of other libraries of California. These books stood out in strong contrast to the dully bound volumes donated to the state eighty years ago by Governor Peter H. Burnett and John C. Frémont. Even stronger was the contrast of ideas concerning the function of a state library. Fifty years of holding books within the walls of a state institution had given way to the progressive idea of sending them out through city and county libraries to every individual in California who desired the fine type of books possessed by the State Library.

To show the most far-reaching part of the California library system whereby State Library service is made possible throughout the state, a county library map of California was displayed with forty-six of its fifty-eight counties colored a golden hue to proclaim they have county libraries with 1641 community branches giving public library service to rural people and 2453 school branches giving specialized service to schools. Through these numerous branch libraries people living on the deserts, in the mountains, throughout the valleys, in both populous and remote places, have books made readily accessible to them from their county libraries and through their county library from the State Library.

Another map of California showing public library service in the state in 1930 in contrast to public library service in 1900 was most striking. The map of 1900 was practically blank as there were no county libraries then and thirty-five counties were without any public libraries whatever. The map of 1930 showed 46 county libraries, 141 city libraries, and 4518 branch libraries. Only 3 per cent of the people of California are without public library service—the lowest rate in the United States—and the people represented by that low percentage can obtain nonfiction from the State Library.

Three cases in the booth from the departments of the State Library added variety to the exhibit. A case from the California department specialized on original letters from, cards about, and pictures of, California pioneers, authors, artists, actors, and musicians. While there are thousands of these cards, pictures, and letters in the California department of the State Library, the ones featured in the case were James D. Phelan, Carrie Jacobs Bond, Mary Anderson, Jack London, Cornelius Cole, and William Keith.

As the prints room is the most recently established department of the State Library, a case was installed to bring to the public a glimpse of a few of the approximately three thousand original engravings, etchings, lithographs, et cetera, collected for their benefit. A canceled dry point plate with a dry point of "Willow Pool—No. 2," by Roi Partridge and a wood engraving with a print made from it attracted the attention of people interested in art.

The books for the blind department of the State Library is a never-ending source of interest to people who visit the institution. A display of books in the Moon and the Braille type for the blind, with games and appliances used by them, when shown in an exhibit attracts the attention of everyone regardless of age or nationality. The fact that "seeing people" in every section of this great state are served with the finest of nonfiction by the State Library is a source of great satisfaction to its users. "Wonderful" is almost invariably the exclamation of people who learn that this library for "seeing people" is the only library in California circulating books to the blind; that it employs two teachers—both blind themselves—to instruct either personally or by correspondence people who have not learned how to read blind type; that it has twenty-five thousand books of fiction and nonfiction, magazines, et cetera, for the blind, and over twenty-two hundred blind people using the library. Books are sent absolutely

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To add to the interest of the State Library exhibit this year Miss Kate M. Foley, home teacher of the blind, employed by the State Library for all Northern California, demonstrated daily the reading of books for the blind, writing of Braille type, playing of games such as checkers, cards, and dominoes, and gave general information concerning service to the blind by the State Library. Miss Foley has taught hundreds of blind people to read, ranging from five to ninety-five years of age. She was the star attraction in the exhibit. She said her constant reaction from the "seeing people" who visited the booth was astonishment that blind people could do the same things they did. To this might well be added their admiration for her attitude that blindness is simply a handicap and not an insurmountable obstacle.

TEACHERS' CONFERENCE

A most enthusiastic meeting of the Yuba County elementary teachers was held in Marysville at the grammar school, September 20, 1930. This was the initial meeting for the school year and was called by Mrs. Agnes Weber Meade, County Superintendent, for the purpose of organizing the educational program for the county for 1930–31.

Miss Helen Heffernan, chief, division rural education, State of California, addressed teachers on the value of education by means of an activity program and illustrated her message to them by means of photographed pictures of activities being carried on.

The curriculum study of the seventeen northern counties and its value was also discussed by Miss Heffernan.

The "Primary Unit, Child Development," just released from the State Printing Office, was reviewed by Miss Heffernan with the teachers. This volume promises to be a most practical educational help for the primary teacher in her daily program of work.

The elementary teachers of Yuba County, under the direction of Miss Clara Kaps, professor of primary education, State Teachers College, will make a contribution to the reading course which will be incorporated in the curriculum of the seventeen northern counties.

GRIDLEY'S LETTER

Dear Fellow Teacher: This letter is being sent to you as a representative for your school building upon the publicity committee of the Bay Section Council of the California Teachers Association. As you probably know, we have a publicity committee of thirteen hundred, representing every school building in the Bay Section. We hope you will be able to post these letters on your bulletin boards, and, if possible, present these matters to the members of your faculty, either individually or at your faculty meetings. We wish to keep teachers informed concerning the activities of the association at all times.

You will be pleased to know that plans for our annual institute and convention are taking definite shape. The section officers are doing excellent work on their programs. President Ellis has chosen the theme "Education for International Friendship and Understanding," hoping that much good may come from the use of this topic and that a much better convention may be held because of the selection of such a theme. Many of the section chairmen have already submitted very interesting plans for their meetings. Some of the speakers who will appear on the program are: David P. Barrows, Cameron Beck, Allen C. Blaisdell, Randall J. Condon, Evaline Dowling, Walter C. Eells, Florence M. Hale, Vierling Kersey, Tully C. Knowles, Chester H. Rowell, Raleigh Schorling, Clare Soper, Willis A. Sutton, Fredric P. Woellner.

Professional Improvement. We hope that you will arrange to spend some of your time which you use for professional improvement in a study of the institute theme, "Education for International Friendship and Understanding," and in getting better acquainted with those speakers who are scheduled to appear on the program.

Legislation. Important committees are studying our school problems and have been making progress. It is their hope that new legislation shall be ready for the meeting of the Legislature next spring. Committees which are most active are the legislative, finance, tenure, textbook, and retirement.

The next issues of the *Sierra Educational News* will give you interesting information from these committees. Be on the lookout for it.

Cordially yours,
Bay Section Publicity Committee,
E. G. Gridley, *Bay Secretary.*

Every one is the son of his own works.—*Cervantes.*

ABOUT BOOKS

John Charles Fremont, An Explanation of His Career, by Cardinal Goodwin, Stanford University Press. Price $4. This book is attractively printed and bound by the Stanford University Press. The content, however, is strong evidence that Cardinal Goodwin has not a broad and liberal mind. His environment as a high school teacher of history and a teacher in a college exclusively for girls has not given him the ability to interpret the life of a man like Frémont. He places special emphasis on the fact that Frémont was a bastard, but neglects to interpret with fairness the devotion of the father and the mother to each other and their children, born out of wedlock, until death parted them. On page 259 Goodwin says of Frémont, "He was something of a vagrant by instinct, one might almost say a vagabond." Overlooking the fact that Goodwin does not even interpret the English language correctly in the relative use of vagrant and vagabond, the statement is so unjust, so bigoted, so prejudiced, so untrue to history, and so insulting to the descendants of Frémont and to the millions of people who followed his trails westward, that the book is unworthy a place in any public library.

Herbert Bashford writes of Frémont as a successful failure, but Goodwin's book leaves the impression that he was a successful crook. He uses such sentences, page 132, as "Frémont was one of the creatures(?) of a movement, and remained such until forced by circumstances into a position of leadership," and yet on almost every page Frémont is condemned for taking the initiative. There are many discrepancies and errors of interpretation as well as technical errors, such as on page 128, where the author says "From Monterey he moved south, halting at the Mission San Juan Bautista." San Juan is north, not south of Monterey. If the interpretations in this book are just and fair to Frémont, then I suggest that my friend Doctor David Crosby, to whom the book is dedicated, petition that all the high schools, grammar schools, towns, streets, and villages named after Frémont be changed.

However, Goodwin's interpretation will not stand. Frémont's activities, yes, even his impractical visions, have been interpreted in the actual development of the Pacific area. The children of the present generation are interpreting Frémont in the services he rendered the state and nation, and when the prejudices and narrow-mindedness of this age have passed some poet will interpret Doctor Bolton's statement of Frémont's heroic struggles crossing the Sierras in midwinter, and write a great Western epic. Goodwin's book is by far the most prejudiced of any yet published, either in favor of or against him. The subtitle of the book should be not "an explanation," but a "misinterpretation," of his career.

John Marsh, Pioneer, by George D. Lyman, published by Scribners Sons, New York. Price $3.50. Here is a volume so sympathetic, so human, and so full of romance, adventure, history, and biography, that no library will be complete without it. Doctor Lyman spent five years in collecting the material and has written his story of Doctor Marsh in a fascinating style. Take this paragraph from the preface: 'Many of Marsh's deeds were greater than the man himself, many fell far short. Sometimes he destroyed, sometimes he blundered. He was strong. He was weak. He was great. He was small. He loved. He hated. But always he was human."

The volume covers life on six frontiers and is divided into three parts: Book one, Sheepskin; book two, Redskin; book three, Cowhide. Doctor Lyman has used his source material in a dramatic fashion. The final chapters, giving an account of John Marsh's life in California, are presented in a most interesting manner. Doctor Lyman shows on every page fine literary ability, and has written a biography of great importance. Doctor George Dunlop Lyman is a distinguished child specialist. He is a resident of San Francisco and is a lecturer on pediatrics at Stanford University Medical School. He is a director of the California Historical Society and a member of the Bohemian Club.

I MARRIED A RANGER, by Dana Margaret Smith, published by Stanford University Press. Price $2.50. This is an intimate story of adventure in a national park and is described by Arno B. Canmerer of National Park Service as interesting, humorous, delightful. There are fifteen chapters including "Out in Arizona Where the Bad Men Are," "Fools," "Floods," and "Dynamite."

The 170 pages of content are written charmingly, with a breath of the out-of-doors in every page. The author has that fine quality of writing that gives you the impression that she has lived among the scenes that she describes. There is a real, sincere note back of every incident.

The Stanford University Press deserves credit for publishing books of this character, and in presenting them in such an attractive form. The jacket, binding, makeup, paper, etc., have a modern, standardized, artistic appeal. The book will certainly attract the attention of librarians.

A REVIEW OF ANNUAL CONVENTION

City, County, and District Superintendents at Lake Tahoe

By W. M. CULP

THE ANNUAL CONVENTION of county, city, and district superintendents of schools and annual conference of rural supervisors of California were held at Tahoe Tavern, Lake Tahoe September 20 to October 2, inclusive. Vierling Kersey, State Superintendent of Public Instruction of the State of California, had arranged a program that covered many of the major problems confronting the educators of the state at the present time. The meeting was in a sense a crucial one because it was preparatory to a legislative year, in which many decisions relative to school matters are scheduled for discussion and decision in the California Legislature that convenes next January. Such questions as teacher tenure, teacher retirement provisions, the enlargement of existing school units in order to bring about economics in administration, a state equalization fund for education, the finding of additional sources of taxation for school purposes or the revamping of the entire tax situation as related to schools, the state printing of textbooks in California, were some of the more outstanding points of discussion of the meeting.

Favorable comment was made upon the fact that Superintendent Kersey had arranged a program that was definite and to the point. Speakers held to their time limits and meetings were concluded as per schedule. Also, the various groups of the convention such as city superintendents, district superintendents, county superintendents, and rural supervisors had section meetings where the topics of discussion were those dealing with the problems of the group.

The four general sessions furnished many outstanding addresses. Joseph Marr Gwinn, Superintendent of San Francisco Schools and president of the California Teachers Association, in the opening speech of the convention presented a survey of the problems confronting the educators of the state and gave in detail provisions of the suggested new teacher retirement bill. Superintendent Kersey gave a masterful presentation of his theoretical concepts of education as related to active life. Dean Fletcher H. Swift of the University of California, to his topic "A State Equalization Fund," brought a wealth of humor that made his address one of the most enjoyable of the convention. Mrs. Louise Sooy of the University of California at Los Angeles had the honor of being the only woman on the general session program. She justified her choice by her clever remarks and showed clearly why she is considered one of the greatest teachers of art in our Western United States.

Three great addresses were made by Chester Rowell, publicist, Ernest C. Moore, vice president University of California at Los Angeles, and Robert Gordon Sproul, president of the University of California. In these three speeches the views of an internationalist, the keen thought of a philosopher, and the ideas of a practical business administrator in charge of higher education were delightfully presented.

Rememberable events of the week included the snow flurry on the mornings of Monday and Tuesday. The large flakes falling among the tall pines, firs, and cedars was a beautiful sight. Lake Tahoe, with its new highway down to Emerald Bay, was a mirror of green and blue waters. The crowded proximity in Tahoe Tavern of 480 people with accommodations for three hundred made for more than usual homogeneity. The bridgers and the golfers and the talkers all had their innings. Reno, forty-eight miles away, was an after session breather for many. Truckee was considered worth a visit by some.

The hottest water and the warmest language was found in the whirlpools of the committee meetings of the Association of California School Superintendents. These committees, five in number, had the task of whipping into shape the conflicting opinions of the educators of the state. Willard E. Givens, Superintendent of Oakland, is chairman of the legislative committee; Doctor Fletcher H. Swift of the University of California is head of the committee on financing public education in California; A. R. Clifton, Superintendent of Monrovia, is chairman of the administrative units in education committee; William F. Ewing, Assistant Superintendent of Oakland Schools, is chairman of the committee on state printing of school books in California; and the resolutions committee is headed by Harry W. Jones, Superintendent of the Piedmont Schools.

Teacher tenure was a delicate subject. The ideal plan desired is one that will assure the teacher freedom from political removal and yet will assure an easy way for the removal of an unfit teacher by the superintendent or board of education or by the trustees. The teachers of the cities of California are solidly behind the idea of teacher tenure. The bill in force now was sponsored by the city groups with the idea of benefiting the whole teaching force in the state in the urban and rural centers. Instead of being a benefit to the rural teacher the present law has been a detriment, because it has forced rural trustees to discharge rural teachers every three years. The rural school trustee is opposed to having married teachers become permanent teachers, because they will remain in the same community for long periods of time. The real reason behind the rural revolt against teacher tenure is the fact that it is perhaps humanly impossible for any one individual to teach rural children and be at peace with the whole community for all time. School discipline in a rural community becomes a personal affair.

While the teachers of the urban centers are for teacher tenure, the superintendents as a whole in the state are opposed to it. One of the main reasons for this is that every time an unfit teacher has to come to trial, it is the superintendent and board of education that is put on trial as well as the teacher.

The superintendents recommended that the following plan be adopted in regard to teacher tenure. First, that the present law be done away with and in its place that the teacher be given three probationary one-year contracts and then, if found satisfactory, four-year contracts after that. The present teacher tenure law is by legislative enactment. Consequently, the teacher has no property rights in tenure, and those now enjoying tenure will be without it and will be put under the one-year and four-year contract plan, if the next Legislature approves the superintendents' recommendation.

This latest move of the superintendents in regard to teacher tenure is likely to cause much turmoil among the teaching groups in the large cities in California. We have reports that during a smoking car symposium on the way home from Lake Tahoe, Jerome O. Cross, Superintendent of Santa Rosa, spoke the thoughts of many superintendents. Superintendent Cross stated that he thought in this next legislative year, when the united support of all teachers in California was needed to help in securing favorable school legislation, that it was unwise to antagonize the wishes of the large teaching bodies. "Since you have said it, that is just what I have been thinking," said Lewis W. Smith, Superintendent of Berkeley Schools. "Why didn't you get up and say something then?" asked Jerome. "I thought I was too new to the state to start an opposition speech. Why din't you say something?" replied Lewis. "I've shouted too much during the last ten years," said Jerome. And that was that.

The city superintendents had two meetings. At the first, Lawrence E. Chenoweth, Superintendent of Bakersfield, presided, and Jerome O. Cross, Superintendent of Santa Rosa, was secretary. At the second, C. Ray Holbrook, Superintendent of Santa Cruz, was chairman and L. E. Adams, Superintendent of San Bernardino, was secretary. On these programs were the following superintendents: Lewis W. Smith, Berkeley; J. H. Bradley, Modesto; Paul E. Stewart, Santa Barbara; W. L. Stephens, Long Beach; Walter Hepner, San Diego; Walter Bachrodt, San Jose; O. S. Hubbard, Fresno; A. J. Cloud, Chief Deputy Superintendent of San Francisco; and Nicholas Ricciardi, State Department of Education.

The district superintendents met under the leadership of Homer Martin of San Mateo, and with Homer H. Cornick of Davis as secretary. Walter E. Morgan, State Department of Education, spoke on the "Specific Responsibilities of a California District Super-

intendent of Schools." The topic, "The Responsibility of a District Superintendent of Schools for an Instructional Program," was discussed from three viewpoints. T. S. McQuiddy of Watsonville spoke on the selection of teachers; George C. Bush of South Pasadena had supervision of instruction for his theme; and J. A. Joyce of Taft confined his remarks to curriculum making.

In another meeting under the leadership of Roy Good of Fort Bragg and the secretaryship of Della B. Heisser of Turlock, C. L. Geer of Coalinga opened the session with a presentation of the subject, "Functional Analysis of a District Superintendency in California." Will E. Wiley of Lodi further elaborated the topic in its elementary aspects; H. G. Clement of Redlands in its junior high school aspects; and A. R. Clifton of Monrovia closed the discussion with a statement of the high school aspects of the problem.

The county superintendents held one joint meeting with the rural supervisor section, and one alone. In their meeting, Robert L. Bird of San Luis Obispo presided and Perle Sanderson of Colusa County acted as secretary. David E. Martin of Alameda County presented an "Analysis of the Position of County Superintendent of Schools." Jay E. Partridge of Butte County spoke on "Trustees Institutes," and the general discussion on problems of a county superintendent was led by Sam Cohn, Deputy Superintendent, State Department of Education.

The rural supervisors under Miss Helen Heffernan, chief, department of rural education, had three very fine sessions. In the first, a joint meeting with the county superintendents, the subject was "Training of Teachers." Superintendent Kersey was chairman of this meeting and Pauline Winner, secretary to the superintendent, was secretary.

The topic for this meeting was divided into two parts—first, training for the service, and second, training in the service. Under the first section appeared Arthur S. Gist, president, Humboldt State Teachers College, who addressed the audience on "Training the Rural Teacher." Doctor Harvey L. Eby; University of California at Los Angeles, spoke on "Present Day Rural Sociology;" and Frank Thomas, president, Fresno State Teachers College, discussed "Directed Teaching in Rural Schools." In the second part, Gladys Potter, rural supervisor of San Bernardino schools, spoke on "The Supervisory Program for Effective Supervision," and Clarence W. Edwards, County Superintendent of Fresno, reviewed "The Relationship of the County Superintendent and the Teacher in Service."

In the second meeting, the rural supervisors had as a subject for the meeting, "Teachers' Guide to Child Development, Primary Unit." Three speeches were made in evaluation of the subject: "As an Educational Philosophy," by Arta Bradt, rural supervisor of Placer County schools; "As a Source of Helpful Guidance," by Lida C. McCoid, rural supervisor of Los Angeles County schools; and "As the Basis for an Integrated Primary Program," by Ethel S. Ward, rural supervisor of Shasta County schools. Helen Heffernan, state department of education, then gave an address on inaugurating the program, in which her subject was "The Supervision of an Activity Program."

In the third meeting the subject was "Meeting the Individual Needs of Children." At this section, "The Program in Tulare County" was discussed by Doris Thornley, rural supervisor Tulare County schools, and J. Harl Tener, rural supervisor of Kern County schools, spoke on "The Guidance Program in Kern County." Mrs. Lillian B. Hill, state department of education, addressed the gathering on "Guidance in Rural Schools."

Of luncheons and dinners there were several. Mrs. Portia Moss, Superintendent of Placer County Schools, chairman of the hospitality committee, whose contagious good nature and charming smile made all the visitors to her county feel at home, was in charge of the luncheon of the administrative women. At this luncheon Mrs. Mary Roberts Coolidge of the state board of education gave a wonderful talk on "Prophetic Women of History." Miss Edna Stangland of the division of adult education of the state department of education was called upon to speak on the subject of changing a vocation. A reference to a happening of next December brought down the house.

The universities of the state were represented by professors from the education departments. University of Southern California sent Dean Lester B. Rogers, the University of California, Dean W. W. Kemp, and Stanford University, W. M. Proctor.

* * *

Harr Wagner, editor of the Western Journal of Education, before a group of members of the various service clubs gave his inspired speech on "Joaquin Miller." A speech said by many to be the greatest they had ever heard.

* * *

The absence of Miss Ada York, Superintendent of San Diego County Schools, on account of a serious accident to her mother, was regretted by the members of the convention.

* * *

Arthur S. Gist, president of the Humboldt State Teachers College, after the turmoil of speech-making, proved apt at the bridge table. A. C. Barker, Superintendent of Palo Alto, played a stiff hand, and when Jerome O. Cross, Superintendent of Santa Rosa, was in the game, the bidding hit the blue skies.

* * *

The three members of the convention who have the record of longest attendance at the state superintendents' convention of California are G. P. Morgan of Tuolumne County forty-two years; Dan H. White of Solano County, thirty-two years; and James B. Davidson of Marin County, twenty-eight years. Longevity of school superintendents run to county superintendents rather than to city superintendents.

* * *

The Lake Tahoe School was visited by many of the superintendents. This school is under the supervision of Mrs. Portia Moss, Placer County Superintendent, and is one of the California State demonstration schools. The teacher is Mrs. Myrtle Gallinger. The school is located among the pines and elders and cedars and has a beautiful view of Lake Tahoe and the snow-covered mountains across the lake. The children are taught according to latest devices current in the procedures of the activity program.

* * *

The district superintendents of the state were out in full force. Frank M. Wright, District Superintendent of the El Monte Grammar Schools and president of the Los Angeles County Administrators Association, was most active in discussions regarding new legislation affecting the district superintendencies of the state.

* * *

Nasturtiums, marigolds, petunias, and other brightly hued flowers withstood the forage of the first snow.

The championship golf round was made by Ralph W. Works of Rand McNally & Co. In a fivesome, Ralph Works shot a 78 and an eagle two on a 380-yard par four hole. The second shot, 180 yards from the pin, rolled straight into the hole. Vouchers for this feat were Claude W. Randall, District Superintendent of Ontario Schools, who shot an 84; Homer Martin, District Superintendent of San Mateo, whose score was 80; C. Ray Holbrook, Superintendent of Santa Cruz, with an 82; and John A. Sexson, Superintendent of Pasadena, with a card of 83.

* * *

Of women golfers, Miss Della B. Heisser, District Superintendent of the Turlock Schools, has the distinction of being one of the most outstanding.

* * *

The convention program with a summary of the achievements of the various school units in California held a wealth of interesting information.

* * *

Charles L. McLane, president of the California State Board of Education, presided at the opening session of the convention.

* * *

Lawrence E. Chenoweth, Superintendent of Bakersfield Schools, drove up to the lake in his new Buick Eight and drove down to Sacramento in less time than nothing. Some superintendents henceforth will not care to ride with Mr. Chenoweth.

* * *

Bookmen were out in force at the superintendents' convention at Lake Tahoe. Attendance at meetings, lobby conferences, trips to wayside points, were all in order. Those in attendance included the following: C. S. Jones, Ray L. Done, World Book Company; Fred T. Moore, E. R. Colvin, Silver, Burdett & Co.; Howard Miller, S. M. Bevis, Charles Scribners Sons; Charles F. Scott, A. H. Goddard, Scott, Foresman & Co.; Charles W. Beers, Ralph T. Works, Rand, McNally & Co.; M. H. E. Beckley, A. J. Nystrom & Co.; F. E. Cobler, Glenn E. Crowley, Lester L. Walker, The Macmillan Company; Rudolph Fjelstedt, Little, Brown & Co.; R. E. Laidlaw, D. C. Weage, Laidlaw Bros.; G. H. Chilcote, George Babcock, D. C. Heath & Co.; Elizabeth S. Adams, Gregg Publishing Company; F. A. Rice, Ritchie Smith, E. F. Burrill, Ginn & Co.; E. L. Shirrell, Doubleday, Doran & Co.; L. E. Armstrong, T. A. Dempsey, American Book Company; R. C. Hamilton, Allyn & Bacon; Harr Wagner, Morris Wagner, W. M. Culp, Harr Wagner Publishing Company. Wives of the bookmen present included the following: Mesdames Armstrong, Laidlaw, Weage, Kobler, Works, Miller, Colvin, Jones, Done, Culp.

* * *

The presence of Mrs. Frances E. Raymond, Pacific Coast manager of the Gregg Publishing Company, was missed by the convention.

* * *

Miss Alice M. Griffin has been appointed head of the school department of the Fresno County Free Library by Miss Sarah E. McCardle, Fresno County Librarian. Miss Griffin is a gratudate of the Los Angeles Library School. She comes to her present position from the librarianship of the Spelman College Library, Atlanta, Ga.

* * *

M. H. E. Beckley, the popular Pacific Coast representative of A. J. Nystrom & Co., left his office at 45 Second Street, San Francisco, to be present at the convention.

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THE WESTERN JOURNAL of EDUCATION

NOVEMBER, 1930

Arta Bradt, President of the State Association of Rural Supervisors

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A PLAY PROJECT FOR DECEMBER

By KATHRINA BANKS,
Knoxville Mine School, Napa County

"HOW DO YOU DO, MRS. SMITH?" says "four-year-old darling" to her mother, as she produces thread and thimble, "I have come to make a dress for you."

What project is more natural to a child than that of being the "little actor" so well described by Wordsworth in his "intimations of immortality." The play is the magic carpet by means of which the child's imagination educates him, through making him a participant in life situations whether it be the buying of bacon and bread for a camping trip, the discovery of the Pacific Ocean with Balboa, or the trip down the Ohio waterway with President Hoover.

The child described by Wordsworth is unconscious of artifice —he *is* the thing he acts. Perhaps the fact that the playlet which grew as a part of our Christmas program last year was necessarily rather impromptu gave it that quality of artlessness which is the charm of childhood.

The situation was this: Last year, after nearly a half century of reverie, the Knoxville Mine, in the northwest corner of Napa County, awoke to find itself running a temperature—its mercury was high. The one-time schoolhouse that had sat by the road for fifty years, sunning the bright-eyed lizard, became a bunkhouse. On the site of the old bakery, circled by hills, arose a new, neat modern teacherage and school in one, just finished in December and destined—because of heavy storms and impassable roads the week before—to be occupied by the teacher and five pupils but one week before the opening of institute.

"Teacher" found the schoolhouse bare as the proverbial Mother Hubbard's cupboard—only there wasn't even the cupboard. But why a bookcase? Except for the textbooks devoured by six hungry desks, there were no books! Like Robinson Crusoe marooned on his island, she surveyed her meager store. What would lend itself to the costume of some Christmas character? What about her velvet kimono? Its vivid American Beauty red would become a king's robe when worn by her older seventh-grade boy who was a Spanish type, with black hair and sparkling brown eyes! There was gold paper for the crown and scepter; and that dark brown doll's wig of natural hair would make a beard that would put the finishing touch on merry King Cole!

What other characters were available? Housewifely Virginia, the one eighth-grade girl, would make an excellent Mother Goose; Jack, the other seventh-grade boy, was unanimously voted to be himself in Jack-Be-Nimble; there was no question but that art and nature-loving Meda should be Mistress Mary, caretaker of the garden. And who could make a more perfect Bo-Peep than six-year-old Ruth Ann?

Of course, a project play should not spring into existence full-panoplied, like the mythical Minerva, but should partake more of the qualities of the flesh-and-blood Topsy and just grow. In spite of the brief time, that is what this one did. The first stanza of the prologue, which gave better acting possibilities to the dog star (not Sirius but Meda's Cutie—the play's crowning glory), was not written until the evening of the play. Virginia, as Mother Hubbard, was equal to the occasion and quickly added the rhyme to her repertoire.

Several problems confronted us in the working out of the play; or, to be exact, they didn't really confront us, for they rather naturally solved themselves by the time we realized they existed. Would it not seem strange to have a party with so few of the children there? Well, Bo-Peep prepared for that by saying that it was a pity that only three of her children could be present. Then came the happy idea that we could, paradoxically enough, represent the absent ones by their presents.

But to show how our play grew, let us begin with Mother Hubbard—no, that wasn't the real beginning, either. We started with Mother Goose, but "Cutie," alias Curly, having joined our ranks, we changed to Mother Hubbard so we could include the poor dog who had "no bone." Curly added much atmosphere to the lonesome, pitiful scene. Obediently seated on the chair where Mother Hubbard asked him to stay while she examined the state of the larder, he proved his skill as a tragedian by mournfully licking forth his red tongue when Mother Hubbard returned with the sad words, "No bone!" Every muscle under the little dog's black, curly coat seemed to sense the pathos of the situation.

The gloom of the prologue was dispelled by the brightness of the little girls in the next scene, by the crêpe paper tulips in their little green pots and by the red holly in the amber basket. We chose the basket instead of a wreath of holly with which the play started, as we had a basket and it saved the time the making of the wreath would have required. A mustard stalk served as a rock. A small round paper cheese box with a puffy top of terra cotta paper and silver sides certainly looked "good enough to eat" after Virginia had completed it as a Christmas plum pudding by adding a wreath of holly.

The play actually grew in action. It was not necessary in this case to resort to the dummy figures Ruby Bramwell recommends one to use in working out a play. As our play was written, the real characters lived and every joint moved in response to a live brain.

As the play was first written we did not have the Christmas tree—a "living one"—but Jack in giving his answer said quite naturally—instead of "cut"—"I'll 'dig' a little fir." (Living trees had become quite the fashion last year.) It was quite natural then for Mary to reply,

> "A living tree!
> Why that will be
> The nicest kind of all."

Thoughts of the tree bring to mind the fact that the absent ones can be represented by appropriate presents which they send to Mother Hubbard. Of course, Peter will send his "finest pumpkin pie"—it will be fine, for Meda's mother will make it; the Queen of Hearts will send tarts; Jack and Jill will give a thimble—of course they know she needs one. Haven't they had many a tumble? Coats and dresses generally get torn in the same catastrophe that bumps heads and stubs toes. We must admit, however, that the fact that thimble rhymes with nimble

may have had something to do with our choice of this present. It was the logical rhyme, and Mother Goose must be kept logical in both rhyme and reason or it wouldn't be Mother Goose.

An effective and dramatic method of getting the children on the stage in the last scene was suggested by Mary—"Then we can hide until she's inside." It permitted them to be on the stage (hidden) when the curtain was drawn for the last scene. The surprise was effective when they surrounded her with loving greetings right after her speech to King Cole, telling of her loneliness. Bo-Peep says, "Mother, dear, we three are here, and the others all remember."

Following is the playlet as we finally presented it at the end of a week's planning and revision. A proof of the children's interest in it is shown by the fact that they are working on a sequel to be given Christmas of this year. The suggestion has been made that this time "Mother" will not only not find her cupboard bare, but she will have a new house in which there will be ample room to entertain not only King Cole, but all members who will be present. These will correspond to the added numbers in school. The new house also has its prototype in the lovely screen porch and other improvements that have been added to our "School that's a home" in the course of a year. To the tune of "Flow Gently, Sweet Afton," Mother–Teacher's Children sing:

There's a school on the hillside,
A place that we love,
With trees all around it,
And blue skies above;
With bird song and sunshine,
With bright flowers and rills,
Our dear school at Knoxville,
Our school in the hills.

Farewell now vacation,
For school days are here,
We'll open our new books
And study all year;
The brave quail is calling
His mate as they roam,
And we're all here rejoicing
In the school that's a home.

MOTHER HUBBARD'S CHRISTMAS EVE

CHARACTERS in order of appearance:

Mother Hubbard,
Curly, her dog,
Mistress Mary,
Bo-Peep,
Jack-Be-Nimble,
Old King Cole,

PROLOGUE

SCENE: Mother Hubbard's sitting-room.

Mother Hubbard and her dog seem to have the same mood—one of loneliness. As the curtain is drawn, we see the dog sitting upright in a plain, stiff wooden chair. Mother Hubbard, who is in a little old rocker by the table, has been knitting, but now it is twilight and she has dropped her knitting; she seems to be thinking of something far away, but suddenly she awakens from her reverie, rises and goes over to her dog, and as she lays her hand on his head she speaks:

MOTHER HUBBARD:
You're hungry, I know;
Poor Curly, I'll go
To see whether I have a bone;
I'll look on the shelf,
Sit there by yourself,
Be good while I leave you alone.

(Mother Hubbard goes out. Curly waits expectantly until her return.)

MOTHER HUBBARD:
Poor Curly, no bone!
I'm sad and lone
This Christmas holiday;
It won't seem right
On Christmas night
With my children all away.

SCENE I

TIME: Morning.

PLACE: Mistress Mary's Garden.

Mistress Mary is tending her flowers. As Bo-Peep enters, she has her back turned to the audience and to Bo-Peep. She stands up and turns to see Bo-Peep.

MISTRESS MARY:
Hello, Bo-Peep,
Did you find your sheep?
I heard they ran away.

BO-PEEP:
They did, but then
They came back again.
I hope they've come to stay.

MISTRESS MARY:
I'm glad my flowers
Are not like sheep,
To come back they don't remember.

BO-PEEP:
I wish you'd tell me
How you keep
Them blooming in December.

MISTRESS MARY:
There's not so many blooming now,
But see how red the holly;
I fixed a basket for Mother Goose
To make her Christmas jolly.

BO-PEEP:
Oh, Mary, we
Might get a tree
To trim for Mother Hubbard.

MISTRESS MARY:
The very thing!
And then we'll bring
Some things to fill her cupboard.

BO-PEEP:
But how can we
Cut down a tree?
The thorn brush is so prickly.

MISTRESS MARY:
Oh, there goes Jack,
Let's call him back,
I'm sure he'll do it quickly.

BO-PEEP:
Oh, Jack, come here—
Mother Hubbard dear—
Will you get a tree for her?

JACK:
Of course I will;
Right on the hill
I'll dig a little fir.

MISTRESS MARY:
A living tree!
Why that would be
The finest kind of all.

BO-PEEP:
Yes, that would mean
It would be ever green
And grow so straight and tall!

MISTRESS MARY:
It is a pity
That just we three
Of her children now are here.

JACK:
There's good King Cole,
He's a merry soul;
Let's ask him, too, this year.

Bo-Peep:
Why couldn't we
Have mother's tree
All trimmed in the palace hall?

Mistress Mary:
Yes, we could hide
Until she was inside
And bring her presents from all.

Jack:
I'll bring a bone
For she has none
For her hungry dog to eat.

Bo-Peep:
Well, Jack, be quick!
We'll do that trick
And tomorrow night we'll meet.

SCENE II

Time: Christmas Eve.
Place: King Cole's Palace Hall.

King Cole is seated in state in one end of his hall. In the other end is a gleaming tree with presents on it and also under it. Mother Hubbard enters carrying a bowl. She approaches the throne, bows low to the King, then speaks:

Mother Hubbard:
Merry Christmas, King Cole,
I have brought a bowl,
For I thought you'd need a new one.

King Cole:
That's like you, Mother Hubbard,
Though bare your cupboard.
I think I should give you one.

Mother Hubbard:
Oh, good King Cole,
I'm a lonesome soul
Upon this Christmas Eve;
My children dear,
No longer here,
I cannot choose but grieve.

(The three children run from their hiding places and surround Mother Hubbard. Bo-Peep puts her arms around Mother Hubbard's neck as she speaks:)

Bo-Peep:
Oh, Mother, dear,
We three are here!
And the others all remember.

Mistress Mary:
Our gifts you see,
On this Christmas tree,
For the twenty-fifth of December.

Jack:
I brought a bone
For you found none
When you looked upon the shelf.

Mother Hubbard:
That's like you Jack,
Had I a lack
You'd do without yourself.

King Cole:
Come, let's see
What's on the tree;
Jack, you're quick and nimble.

Jack:
What have we here?
"To Mother dear
From Jack and Jill."

Mother Hubbard:
A thimble!

Mistress Mary:
From Jackie Horner
Who's left his corner,
A pudding full of plums.

Bo-Peep:
From the Queen of Hearts
Some lovely tarts,
I know they're yummy-yums!

Jack:
From little Bo-Peep,
Wool off her sheep,
Soft and warm and dry.

Mistress Mary:
From Peter, Peter,
Pumpkin eater,
His finest pumpkin pie.

Bo-Peep:
From Mistress Mary,
Quite contrary,
A basket of Christmas Holly.

Jack:
From Old King Cole,
A pudding bowl
"To make your Christmas jolly."

Mother Hubbard *(She rises with her arms full of gifts):*
What can I say to my children here
And my children far away!
My heart's too full
—God bless you all
And a merry Christmas Day!

(At a signal from Mother Hubbard the three children bow with her to King Cole, then remain standing and sing as their farewell to the kindly monarch:)

"God bless you, merry gentleman,
Let nothing you dismay,
For Jesus Christ, our Savior, was born
On Christmas Day."

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COST OF TEXTBOOKS

THE STATISTICAL SUMMARY OF EDUCATION, 1927-28, recently published by the Federal Office of Education, contains one section of valuable data that had not previously been collected since 1915. This has to do with expenditures for textbooks. The Commissioner of Education, William John Cooper, has ascertained that only 1.63 per cent of the expenditures for public schools are represented by the net cost of public school text books. This figure is much smaller than that for 1913, when 2.73 per cent of the expenditures for public schools was represented by the net cost of textbooks. He also found that in 1928 the net cost of public school textbooks, elementary and high school, was $1.351 per child enrolled. These are indeed low figures and clearly show that so far as textbooks are concerned public school expenditures are handled very economically. Indeed, the question might be raised whether our expenditures for textbooks are not disproportionately small.

For those with a taste for statistics, there is a wealth of data in the summary referred to. It is shown, for instance, that the total net cost of books for elementary schools, public and private, in the United States and Philippine Islands amounts to nearly $23,000,000, while the corresponding cost for high school textbooks is a bit over $16,000,000. Thus the net cost of school textbooks produced in the United States amounts in grand total to about $39,000,000. This business is divided among sixty publishers, including the state printer in California.

Of course, this $39,000,000 for school textbooks seems small when we compare it with some of our other expenditures. According to the Statistical Abstract of the United States for 1929, the manufacture of chewing gum is a business half as large again, and that of making confectionery ten times as large. Even in these days of small, plain hats for the ladies, millinery costs five times as much as school textbooks. Soap costs seven times as much; and when we come to the figures for cigars and cigarettes we find that our tribute to Lady Nicotine is about twenty-five times that to Minerva, if the latter lady is fairly represented by texbooks for the schools. Even for the lowly match which blazes for an instant as we light our cigarette we surrender more millions than we do for the arithmetics, geographies, and other textbooks with which we equip all the elementary grades of all our public and private schools.

The publication of this data is one of the most important contributions to educational literature that has been issued by the Department of Education.

THE LEAGUE OF WESTERN WRITERS held its annual convention at the Hotel Claremont, October 15, 16, 17, 18, and 19. Ethel Cotton, the president, presided with charm, dignity, and efficiency. The program was of great value to writers and had several delightful thrills and surprises. The Hotel Claremont deserves special praise for the manner in which it gave such excellent services. The spacious halls and attractive scenery made it an ideal place for such a convention. The most important event of the convention was the tree planting to the poets on Joaquin Miller Hights. Mrs. Miller and Juanita were present. Mrs. Miller recited some of Joaquin's poetry, and Juanita gave a very beautiful original poem. Henry Meade Bland, Charles Keeler, and others dedicated trees. The final reception at the beautiful home of Mr. and Mrs. W. R. Clark, 2950 Vallejo Street, was an enjoyable affair, and the hospitality of the hosts was most charming. Dean Elwood Smith of the department of English at the agricultural college at Corvallis, Ore., was elected president. The next convention will be held in Vancouver, B. C. Harry Noyes Pratt, Arthur Chamberlain, Grace Hadley, and others devoted much time in assisting Miss Cotton in making the convention a great literary and social success.

This above all—to thine own self be true;
And it must follow as the night the day,
Thou canst not then be false to any man.
—*Shakespeare.*

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FOR TEXTBOOKS

THE SUPERINTENDENT AND THE TEACHER IN SERVICE

By Clarence W. Edwards,
Superintendent of Schools, Fresno County.

As rural educational administrators and supervisors, we are naturally particularly interested in that phase of our general subject which concerns how the County Superintendent may strengthen and improve the efficiency of the teachers in service. It should clarify our discussion, I think, if we recognized at the beginning that the teacher is the essential factor in education and that all other agencies exist only that they may facilitate her work. Superintendents, supervisors, principals, attendance officers, bus drivers, janitors, board members, all of these, important and useful as they are in the scheme of education, merely supplement and minister to the functions of the teacher. In the end, it is the instruction, the guidance, the influence and the inspiration of the teacher that really counts in the life of the pupil.

Clarence W. Edwards, Superintendent of Schools, Fresno County, California.

In the earlier years of American history, let us recall, education was exclusively a local interest. There were few schools, and professional requirements were lax. The school organization was correspondingly simple. However, as our population grew, as the number of schools increased, as teaching developed into a science, and as the conception of education as a state interest became universally accepted, a wider organization became necessary. Where so many people were engaged in the same kind of work, leadership became indispensable, and out of this necessity arose the office of Superintendent of Schools. The Superintendent is now recognized as the most responsible official in the teaching profession. He, more than any other individual, must answer for the success or failure of the system which he superintends. And of all the multifarious duties which he is called upon to administer, the encouragement and professional advancement of teachers is the most important.

The school administrative situation in California should command the thoughtful attention of all who are interested in the advancement of public education. The rural schools of the state as compared with those of most other states are exceptionally efficient. Progressive state laws have brought to rural schools many of the advantages that were formerly the exclusive privilege of city schools. The minimum salaries paid, the required length of term, the compulsory attendance law, the rural supervision law, and many other legislative provisions have favored rural education. Nevertheless, much remains to be done before we can claim even a moderate realization of our ideal of equal educational opportunity for all of our children.

At the head of each county school system is the County Superintendent. His position is a most difficult and a most important one. Rural teachers as a group stand in greatest need of close personal supervision. Since most cities will not employ an inexperienced teacher, beginners must usually look to rural schools for employment. Consequently, there is always a considerable number of beginners in every rural school system. Thanks to the efforts of our numerous teacher-training institutions and the high standards required by the state department of education, about 90 per cent of our elementary teachers in California have had at least two years of professional training in normal school, college, or university. Training is indeed indispensable, but all the training in the world will not make a finished teacher. In that critical first year of actual experience, kindly and helpful supervision is of vital importance to the success of the young teacher. Another disadvantage under which rural schools labor is that the teacher turnover is much greater than in the city schools. Even experienced teachers coming into a county system for the first time need help in adjusting themselves to their new environment. Moreover, the greater part of the teaching staff in many cases is scattered over such a vast area that considerable time and effort are required to visit all of them. The situation of the beginning teacher in the one-room school, shut out from that social and professional intercourse possible in larger schools, is especially difficult. Expert supervision for all the teachers of a system is indispensable if the entire organization is to move ahead.

The conscientious County Superintendent realizes that the professional leadership of his teachers is his most important duty. It is most unfortunate that the limitations of the office interfere to a greater or less extent with this phase of his work. In the evolution of this position, many of its nonprofessional attributes still persist and hamper the Superintendent in the performance of his strictly professional duties. If the Superintendent is to offer inspiration and guidance to the teachers of his system with their varying degrees of capability and experience, he must keep professionally fit himself. To accomplish this, he must overcome many obstacles resulting from the requirements of the office. As an elective county official, he must every four years face the possibility of a political campaign with the attendant expense, worry, and loss of valuable time. He alone is responsible to the people for the policies of the office and for the acts of all his assistants as well as his own. Unlike the City or District Superintendent, he has no board to carry the major portion of the responsibility. He is invested by law with various administrative and judicial functions which at times require him to perform acts or make decisions that are certain to offend and antagonize a more or less considerable number of people, as in filling a vacancy on a board of trustees when the community is divided on a school issue, or in recommending to the board of supervisors that disputed territory be awarded to this or that school district, or in deciding which of two schools shall have certain pupils. He is ex-officio, a member and secretary of the county board of education and keeps all the records of that body. He must share the labors and responsibilities of the board in conducting teachers' examinations, graduating pupils from the elementary schools, preparing the course of study, prescribing rules for the purchase of school supplies, etc. He has no voice in the selection of teachers, but if a wrong choice is made he is often expected by the trustees to devise ways and means of getting rid of the undesirable employee. He is the chief fiscal and statistical school official of the county and must furnish many reports, not only to the State Superintendent, but to chambers of commerce, school surveyors and investigators, and to various individuals. He collects the retirement salary contributions from the teachers and keeps the accounts thereof. He is also solely responsible for the proper expenditure of various funds, amounting in some cases to many thousands of dollars. The faithful County Superintendent has no desire to shirk either labor or responsibility. It is proper that many of these duties should be performed at his office. The public interest requires, however, that he should at least be provided sufficient office help and that his full time or the greater proportion thereof should not be taken up with political and routine duties while his educational work suffers neglect.

It is extremely unfortunate, too, that some of the most important avenues to professional improvement are closed to County Superintendents. Each year thousands of teachers, principals, supervisors, and Superintendents repair to the

various summer schools of the country to acquire further knowledge of subjects in which they are interested or to learn the latest and most approved methods of teaching. Comparatively few County Superintendents are found at the summer schools. The summer time is a busy season in his office. At that time the annual state report must be prepared, the district budgets collected, examined, and approved. The estimate of funds to be provided by the county for school support must be calculated and submitted to the auditor and the board of supervisors. These matters are of such vital importance and a mistake would be so injurious that most Superintendents feel obligated to remain on duty until reports, budgets, estimates, etc., have been finally accepted and approved. It is said, too, that many taxpayers are opposed to prolonged absence of any official, even for the professional improvement. The great national education meetings are also important sources of inspiration and growth, especially for school executives. But seldom indeed are California County Superintendents privileged to attend these meetings except on the rare occasions when they are held within the confines of our own state. Public sentiment apparently is opposed to expenditures for this purpose. A law authorizing boards of supervisors to incur the expense of sending County Superintendents to these meetings was submitted to the 1929 legislature but was in due time laid on the shelf. We might naturally inquire: If it is good for our brethren, the City Superintendents, to attend these meetings, why is it not good for County Superintendents to attend them? Or, since the only possible justification for sending any official to these meetings is the acquisition of new and better educational ideas which will ultimately improve the instructional service given to the pupils, are we to infer that country children are not so important or deserving as city children?

With a few adjustments in our state laws, many of the handicaps to the efficiency, the usefulness, and the professional standing of the County Superintendent could be removed. Among the most urgent needs, I believe, are the payment of a salary more commensurate with the importance and responsibility of the office; a longer term between elections; adequate office help, giving the Superintendent full opportunity for professional service; some voice in the selection of teachers. In view of the fact that a large percentage of the teachers of the state begin their practical experience under this official, and when we consider that he directs the educational activities of several hundred thousand rural children, it must be evident to all that unnecessary impediments in the way of his professional efficiency should be removed with all possible dispatch. In my humble judgment, the educational forces of California should address themselves at once to the removal of the obstacles that handicap and stifle the efforts of the County School Superintendent.

Notwithstanding the imperfections of the office, however, there are many ways in which an energetic Superintendent may facilitate the work of his teachers and promote their professional growth. As far as possible, he should save the teachers from unnecessary worry and interference. Persistent salesmen and agents often make a practice of going from one school to another, soliciting orders from the teachers even while school is in session. For their own protection and for the good of the pupils, the teachers should be informed through the Superintendent's office that agents have no right to take up the time of a school and should not be permitted to do so.

Since the enactment of the epoch-making rural supervision law of 1921, the ability of the County Superintendent to foster and promote the professional growth and efficiency of his teachers has been wonderfully increased. Throughout the state, County Superintendents and their supervisory staffs are working most energetically and earnestly in this field. Through visits, personal conferences, classroom and group demonstrations, organization of study clubs, and many other supervisory procedures, the teaching standards of the state have been brought to increasingly higher levels. But I firmly believe that our continued progress will depend to a great extent upon our ability to strengthen the professional influence of the County Superintendent.

LESTER D. HENDERSON, District Superintendent of Schools, Burlingame, is a welcome addition to the administrator group in California. He has an interesting educational record as follows: Graduate Lenox, Iowa, High School, 1905; graduate Elliotts' Business College, Burlington, Iowa, 1905; graduate Tarkio College, Missouri, 1911, A.B. degree; summer school, University of California, 1915; graduate Teachers College, Columbia University, 1924–1925; graduate Stanford University, 1930, A.M. degree in education. Professional experience: Rural schools of Iowa, 1905–07; high school instructor, Emmett, Idaho, 1911–12; high school instructor, Coeur D'Alene, Idaho, 1912–14; Superintendent of Schools, Juneau, Alaska, 1914–17; commissioner of education for Alaska, 1917–29; at present, District Superintendent, Burlingame. Author of "Alaska, Its Science, Features, Geography, History, and Government"; five reports as commissioner of education for Alaska; editor *Alaska School Bulletin* for eleven years.

Lester D. Henderson, District Superintendent, Burlingame, Cal.

THE CONVENTION of the Western Association of Teachers of Speech will be held Thanksgiving week, with headquarters at the William Taylor Hotel, in conjunction with the National Association of Teachers of Speech. Earl W. Wells of Corvallis, Ore., is the secretary and treasurer.

One of the illusions is that the present hour is not the critical, decisive hour. Write it on your heart that every day is the best day in the year.

THIRD STUDY PLAN INSTITUTE

The third study plan institute of the northern section of the California Teachers Association was held at Chico, October 20 to 24. The counties and cities participating were: Butte, Colusa, Glenn, Lassen, Plumas, Shasta, Tehama, and the city of Chico.

Individual county meetings, a few general sessions, and classes in both elementary and secondary fields were held. Some of the classes were conducted by the Chico State Teachers College faculty, others by outside instructors from various parts of the state.

Miss Ruby Minor, director of kindergartens and elementary schools in Berkeley, gave a course of lectures on reading in the intermediate grades. She dealt with the technique and objectives of teaching oral and silent reading, with methods of developing the child's permanent interest in reading and with remedial measures for poor readers.

Demonstration courses in primary reading were given by Miss Clara Kaps of the Chico State Teachers College and Miss Marion Barbour of the San Francisco State Teachers College. A demonstration course in social studies was given by Miss Line Linstadt of the Chico State Teachers College.

Curriculum construction in social studies was given by Ethel Saxon Ward, rural supervisor of Shasta County. An excellent piece of work is being done in curriculum construction by this northern group, in which county boards of education are participating.

Organizing and carrying on a one-room rural school was a course given by Miss Emily Rothlin, rural supervisor of Lassen County.

Visual instruction in the schools with special reference to the needs of rural schools was a particularly interesting course given by Harry W. Spindler. Mr. Spindler was formerly a Yolo County teacher and later a principal in the Berkeley school department. He is now with the Keystone Visual Aids Company.

D. L. Hennessey, principal of the Garfield Junior High School in Berkeley, gave a course in pupil guidance.

Adaptation of instruction to rural schools was the course given by Miss Helen Heffernan, chief of the bureau of education. In addition to the lectures given, photographs and illustrative materials were shown to the teachers as examples of possible achievement in rural situations. One interesting departure in this course was the request that each teacher answer the roll call with a report of a visit to the book exhibits, giving a quick review of a book or picture or teaching material that she had seen.

Doctor Virgil Dickson, Assistant Superintendent of Schools in Berkeley, was the speaker at one of the general sessions. His talk was an extremely practical discussion of the reasons why children misbehave.

State Superintendent of Schools, Vierling Kersey, spoke to the general assembly, addressing about eleven hundred teachers at one of the principal meetings of the institute.

In the study groups for the secondary schools there were several speakers. Miss Helen Heffernan talked on "Problems of Curriculum and Instruction in Rural High Schools." J. R. Overturf, Deputy Superintendent of Schools in Sacramento, gave a course of four lectures on the various phases of curriculum revision and construction, including subject matter, the administrator's part, the teacher's part, and the result of the work of teachers and administrators as it affects the child.

Mr. Algeo will succeed Mrs. Minnie Gray, January 1, as County Superintendent of Schools of Sutter County. Professor Williams will succeed Harry Bessac in San Joaquin, Mrs. Edwards will succeed A. S. Pope in Santa Barbara, and Mr. C. B. Collins will succeed Superintendent Coe in Imperial County.

Truth crushed to earth shall rise again;
Th' eternal years of God are hers;
But error, wounded, writhes in pain
And dies among her worshipers.
—*Bryant.*

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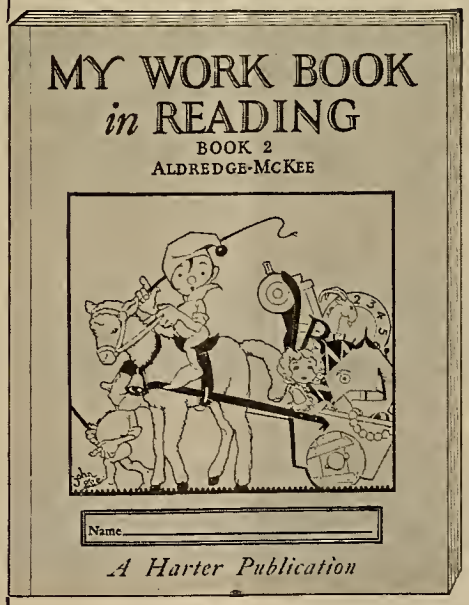

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NEWS AND COMMENTS

WE ALWAYS HAVE a listening ear for a new educational message. The time is near when forty thousand teachers in California will assemble at Sacramento, Fresno, San Francisco, Los Angeles, and elsewhere to listen in to the radiant philosophy of outstanding national speakers. We are not pessimists and we are not even sophisticated or, to use a more expressive term, hard boiled. We are looking forward, holding fast to the good in the old education and welcoming the good in the new. We believe that the nine parts of speech, the multiplication table, and great poems should be memorized. We also believe in plans, activities, and projects in the schoolroom. Some of the principal speakers are David P. Barrows, department of political science, University of California, Berkeley; Cameron Beck, personnel director, New York Stock Exchange; Allen C. Blaisdell, director, International House at the University of California, Berkeley; Randall J. Condon, former Superintendent of Schools, Cincinnati, Ohio; Evaline Dowling, chairman, world friendship committee of the Los Angeles city schools; Walter Crosby Eells, associate professor of education, Stanford University; Florence Hale, state supervisor, rural education, Augusta, Maine; Vierling Kersey, State Superintendent, Sacramento, Cal.; Tully C. Knoles, president, College of the Pacific, Stockton; Chester H. Rowell, capitalist, Berkeley, Cal.; Raleigh Schorling, associate professor of education, University of Michigan; Clare Soper, international secretary, New Education Fellowship, London, England; Willis A. Sutton, president, National Education Association, also City Superintendent of Schools, Atlanta, Ga.; Frederic P. Woellner, associate professor of education, southern branch, University of California, Los Angeles.

HONORABLE VIERLING KERSEY in his recent bulletin gave a keen analysis of the speeches of Doctor E. C. Moore, Chester Rowell, and Mrs. Sooy in the *California Schools*, the official publication of the State Department of Education, a fine, winged messenger carrying educational information to all school administrators of the state.

THE YOLO COUNTY institute was held at Woodland, October 29, 30, and 31. Rowena M. Norton, County Superintendent, prepared an excellent program including addresses by Leroy Armstrong, Roy Cloud, Edward J. Klemme of Washington, Doctor Kibby, Doctor Ricciardi, Superintendent Kersey, Doctor Louis Horn, and Helen Heffernan.

THE JUNIOR COLLEGE JOURNAL, volume 1, number 1, was issued in October, 1930, by Stanford University Press, with Walter Crosby Eells as editor-in-chief. Subscription price, $3 per year. Among the contributors are Ray Lyman Wilbur, Nicholas Ricciardi, Ermine Stone, and John C. Almack. The magazine, like all products of the Stanford University Press, is attractive, and the editorial work has a comprehensive technique.

PRESIDENT ROBERTS of the San Francisco Teachers College has a gigantic task as chairman of the budget activities for all the California teachers' colleges. The increase in students has made extra demands necessary to bring the various institutions up to adequate efficiency. The San Francisco State Teachers College has made an unusual record for its educational program and a very poor one for its building and equipment program. The 1931 budget should bring up the builders program to 100 per cent efficiency. Now is the time to put men to work on a new building program for the state teachers' colleges. We can depend on districts and cities everywhere voting bonds and special taxes to speed up the building program for local needs. The budget makers can interpret the will of the people by the building program of cities and districts.

MRS. EVA CAMP, rural supervisor of Amador County, is greatly interested in real projects and sends to the office "Better Schools Bulletin" with a letter written by Lena Castro of the Plymouth Grammar School, State Educational Department, Columbia, Ohio, in reference to the wood map project.

TEACHERS GUIDE TO CHILD DEVELOPMENT, a manual for kindergarten and primary teachers, developed under the direction of the California curriculum commission, edited by Mrs. Ruth Manning Hockett, and printed at the State Printing Office, is a book of 638 pages, size 6 x 9. Ten-point type. This is a monumental work. It is the most important contribution yet made on child development based on activities. It will help to classify, stabilize, and standardize activity and social study programs. And god of the pedagogues! We need classifying, stabilizing, and standardizing, and here in this book all parts of the state are represented. From San Diego, Emma Baldwin; Los Angeles, Madeline Ververka and Ethel I. Salisbury; Long Beach, Elga M. Shearer; San Francisco, Julia Hahn; Oakland, Sue Fratis; Redwood, Elenor Freeman; Chico, Clara Kaps; and all the way to Shasta, Ethel Ward. A gigantic task to harmonize these individual units, these students of activity who have been blessed since birth with a well-developed ego and a surplus of "it." Superintendent Kersey in a definite and all-embracing statement says in a foreword: "From out of the teacher experience comes every suggestion in this practical, comprehensive body of stimulating material." You will find, in the pages, classroom activities taken from the work of such outstanding teachers as Claire Rodgers, Long Beach; Anita West, San Diego; Agnes Aldrich, San Francisco; Mildred Frazee, Los Angeles; Mrs. Thyra Heffelfinger, Shasta County, and Mrs. Theodore Purington, Placer County. Helen Heffernan was a very important factor in presenting this material in the present form. The "Teachers Guide to Child Development" is a real guide and will have a tremendous influence in shaping the activity plans and programs not only in California, but education everywhere.

"A REVIEW OF ACCOMPLISHMENTS," 1930 report of the Superintendent of Schools of San Francisco, is a unique and interesting document. The illustrations are fine. Superintendent J. M. Gwinn's foreword is modest, brief, and to the point. The chapters on the continuation school, library and texts, salary schedule, elementary classes, and the fifty new buildings with the center spread are of unusual interest. If the proponents of publicity of our public schools would just forget that the starting of our progressive education did not actually begin in 1920, but that there were giants in the days of Swett, Moulder, Anderson, Webster, Denman, O'Connor, and Brooks, and that educational progress in San Francisco has always been upward and onward! The time has come to forget the few backward steps. They will always occur in any system. This report shows that much creditable work has been accomplished.

J. D. SWEENEY, the well-known historian and Superintendent of the Red Bluffs schools, wrote a two-column article on the Tahoe convention for the Red Bluff *Daily News*. He was especially condemnatory of the printing of text books by the state.

NORTH COAST SECTION

The North Coast section of the California Teachers Association met on October 13, 14, and 15 at Ukiah. Humboldt, Mendocino, and Del Norte counties composed the group meeting. This group brings together about six hundred teachers.

The new Union High School building was used for the meetings. The auditorium provided ample space for the general sessions and the classrooms were used for section meetings. Two of the larger rooms were given over to book exhibits. These were well attended, as there were a great number of excellent displays.

The new high school building is in a delightful location on a rise of ground at the edge of the town. It has a fifteen-acre tract of lovely land and has recently added a $50,000 gymnasium and science building. O. M. Fulkerson is the principal.

Doctor Arthur S. Gist, president of the Humboldt State Teachers College, was one of the principal speakers at the general sessions. Other speakers were: Evelyn Clement, chief, division of teacher training and certification; Walter E. Morgan, chief, division research and statistics; Effie B. McFadden, San Francisco State Teachers College; Elizabeth Hughes, Durham High School; William H. Hanlon, Superintendent of Schools, Contra Costa County; C. M. Dennis, College of the Pacific; Earl C. Gridley, placement bureau.

The election of officers returned Mrs. Annie R. Babcock, vice president of the Willits Elementary School, to the office of secretary–treasurer. G. J. Badura, principal of Fortuna High School, was elected president; Mrs. Verna M. Morgan, principal of Loleta Elementary School, vice president; and A. O. Cooperrider, principal of the Arcata High School, council member. Roy Cloud, Superintendent of Schools at Fort Bragg, is the other council member, his term expiring next spring.

Nothing is at last sacred but the integrity of our own minds. —*Emerson.*

PLACER COUNTY INSTITUTE

The Placer County institute was held this year in Auburn, October 27, 28, and 29. Mrs. Portia Moss, County Superintendent of Schools, had planned some excellent courses for the teachers and they responded enthusiastically.

Merton E. Hill, principal of the Chaffey Union High School, gave a course of lectures for the secondary group. Rudolph Lindquist, Assistant Superintendent of Schools in Oakland, gave a course to the elementary group.

Miss Helen Heffernan gave a course in social studies, which was a continuation of the university extension course she is giving in the county.

Miss Winifred Van Hagen of the State Department of Physical Education gave a practical course in games and physical education. Mrs. Lillian Hill of the State Department of Education gave several lectures on attendance problems.

An interesting feature of the institute was the appointed half-hour periods on the program for the different sections to visit the book exhibits. There was abundant table space provided and unusually fine displays were the result. Teachers were able to examine books, maps, pictures, and teaching materials without being hurried or feeling guilty at missing a lecture.

Books are one of the reasons why we teach at all—that human beings as they grow may know through the printed page what the world has thought and done and what it *is* thinking and doing. Books are an essential tool of teaching, yet perhaps for the first time in the history of an institute the book exhibits were given a place on a printed program.

The last day of the institute was trustees' day, in which trustees visited lectures, attended general sessions, and were entertained at luncheon.

Truth is truth whether the individual man believes it or not. —*Moody.*

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RURAL SUPERVISORS ASSOCIATION

THE RURAL SUPERVISORS ASSOCIATION, northern section, met at the Hotel Oaks for its regular quarterly meeting on Tuesday evening, October 21, with these members and guests present: Helen Heffernan, chief, division of rural education; R. C. Merrill, director of training, Chico State Teachers College; Miss Arta Oldham Bradt, rural supervisor, Placer County; Mrs. Lillian B. Hill, chief, bureau of attendance; C. H. Beers, Rand McNally & Co.; Mrs. Portia Moss, County Superintendent, Placer County; Mrs. Lois Norris, supervisor of health, Tehama County; Mrs. Alta S. Ohrt, County Superintendent, Tehama County; Miss Hilda Willard, supervisor of health, Butte County; Mrs. Lucile Denhardt, supervisor of music, Tehama County; Mrs. Ruth G. Kerber, rural supervisor, Tehama County; Ritchie Smith, Ginn & Co.; Mrs. Agnes Weber Meade, County Superintendent, Yuba County; Mrs. Katherine McQuaid, rural supervisor, Yuba County; Mrs. Sabra Greenhalgh, County Superintendent, Amador County; Mrs. Alameda Nuner, demonstration teacher, Amador County; Mrs. Eva M. Camp, rural supervisor, Amador County; Mrs. Florence Green, Amador County; Mrs. Charlotte P. Tinker, rural supervisor, Plumas County; Mrs. Jessie B. Madison, County Superintendent, Lassen County; Miss Morris Wagner, Harr Wagner Publishing Company; Mrs. Ruth Edmunds, rural supervisor, Colusa County; Miss Emily Rothlin, rural supervisor, Lassen County; Mrs. H. A. Hintz, past president, thirteenth district, Parent–Teacher Association, Chico; Miss M. L. Richmond, rural supervisor, Butte County; Ralph W. Camper, rural supervisor, Glenn County; Miss Elizabeth Halsted, field assistant, State Bureau of Speech Correction; Floyd Tarr, supervisor of physical education, Butte County; Mrs. Ethel Saxon Ward, rural supervisor, Shasta County; Miss Mary E. Davis, State Department of Health; Miss Bertha Merrill, Superintendent, Shasta County; Mrs. Elizabeth Towle, supervisor of music, Yolo County; Miss Stacy Armstrong, rural supervisor, Yolo County; Harry Spindler, Keystone Views Company; Mrs. Rowena Norton, County Superintendent, Yolo County; Mrs. Virginia C. Moore, supervisor of child welfare, Plumas County; E. P. Mapes, County Superintendent, Glenn County; Mrs. Vivian Long, County Superintendent, Plumas County; Miss Leolla Riffe, County Superintendent-elect, Plumas County; Miss Ruth McCullogh, supervisor of health, Plumas County; A. L. Case, rural supervisor, Sacramento County.

The current year's work was the business under discussion at the meeting. The president, Miss M. L. Richmond, called upon Miss Heffernan, chief of the division of rural education, for suggestions for the activities for the year. Miss Heffernan reminded the supervisors of the plea made by Charles Adams of the State Board of Education for wide observance of public schools' week in every school in the State of California and suggested that this be made a major activity of the rural supervisors this year. It was voted that a committee be appointed to head up this work.

Miss Heffernan gave an excellent presentation of the Parent–Teachers Association work, its origin, objectives, and splendid record of accomplishment, and asked the cooperation of the supervisors with this body. The suggestion was made that the supervisors formulate suggestive programs for rural parent–teacher associations.

R. C. Merrill made a strong plea that the supervisors help to put more "T" into P.–T. A.

Mrs. H. A. Hintz, former president of the P.–T. A., thirteenth district, also solicited the coöperation of the supervisors in the work of P.–T. A.'s in rural communities. A committee was appointed to carry out this plan.

Miss Arta Bradt, president of the state association, spoke of the projected yearbook of the association. An hour of discussion was devoted to ways and means of making the yearbook a worth-while professional publication.

Officers were elected for the ensuing year, as follows: President, Miss Emily Rothlin, Lassen County; first vice president, Miss Stacy Armstrong, Yolo County; second vice president, Mrs. Lucile Denhardt, Tehama County; secretary–treasurer, Floyd Tarr, Butte County.

JOTTINGS

MISS DELLA B. HEISSER, District Superintendent of the Turlock Schools, has established libraries in her two schools. These libraries have a definite place in the school program. Students are scheduled for definite periods of library instruction, such as for dictionary drill, reference work, and pleasure reading.

C. S. TORVEND, District Superintendent of the Patterson Grammar Schools during his five-year règime, has raised the standards of the school work accomplished. This last year he graduated seventy pupils, the largest number graduated in the history of the Patterson schools, which caused the Patterson High School this year under E. P. Halley, to have an enrollment of 210 students, also the largest number ever enrolled in the history of the high school. This fall the grammar school installed its own domestic science and manual training department. Previously, the instruction had been given by the high school instructors. Rose Katz was placed in charge of the domestic science and C. S. Leonard was secured for the manual training work. Both instructors have new equipment to work with. Eighteen teachers and 510 pupils in two schools include the Patterson system.

LEE SHIPPEY in the Los Angeles *Times* of recent date has this to say: "Now that the children are back in school, the mothers who couldn't manage them all summer can happily go back to their clubs and hear lectures on how the school teachers ought to do it."

HOMER C. AKERS, for many years prominent in the Imperial Valley in educational work as District Superintendent of the Holtville Grammar Schools, is this year District Superintendent of the Arcadia Grammar School System.

ROBERT BRUCE WALTER, for the last eight years District Superintendent of the Arcadia Grammar Schools, this year was elected to the district superintendency of the San Gabriel grammar schools. These schools are five in number and enroll 1278 pupils. At the present time there is a movement on in San Gabriel to withdraw from the Alhambra Union High School district and to establish a high school unit of their own. If this is done, it will be worked out under the direction of Superintendent Walter.

A. P. SHIBLEY follows Homer C. Akers as District Superintendent of the Holtville Grammar Schools. Mr. Shibley, for the past few years, has been teaching in the Burbank High School, while acquiring several degrees from the University of Southern California. Mr. Shibley is well acquainted with the Imperial Valley conditions, as he was once County Superintendent of Imperial Valley and for years was City Superintendent of the El Centro Grammar Schools.

C. E. TEACH, Superintendent of the San Luis Obispo City Schools, now has the city system completely organized on the 6-3-3 plan. This year at the junior high school there has been added an auditorium of eight hundred capacity, a gymnasium, and shops for auto mechanics, sheet metal, manual training, etc. Another kindergarten has been placed in the Hawthorne School, making three kindergartens in the San Luis Obispo system. Sixteen hundred thirteen pupils have been enrolled this year, an increase of 158 over last year's enrollment.

C. S. CLARK, Superintendent of the Merced Grammar Schools, has charge of the tubercular school that is held in the quarters of the Merced County Hospital. There are fifteen pupils in this school, under Miss Elizabeth Silliman as teacher. Study periods last from 8:30 a.m. to 11 a.m. The entire afternoon is given to rest.

CHARLES H. CAMPER, Superintendent of Chico City Schools, in a town with a population of seven thousand will have over three thousand pupils enrolled this year. The system includes one senior high school, one central departmental grammar school, and eleven elementary schools. The Chico school district is a very large one. Several elementary districts have recently been added to the Chico school district. The district has ten miles of frontage on the Sacramento River and reaches far up into the Feather River canyon. The district is some twenty-six miles across and six miles wide. School districts added included those of York, Little Chico, McKay, Paradise, Kunke. In addition, Magalia has just been added to the high school district. Mr. Camper maintains a branch school at Partridge at a 6200-foot elevation.

The construction of the new Oakdale school at a cost of $50,000 was one of the last of Superintendent Camper's achievements. This school is one story, of right angle construction, placed at the corner of a block with classrooms running down each street line. The building is of solid concrete with tile roof. The windows to the street are all of glass with Venetian blinds. There is an open corridor on the playground side with paneled ceiling. Between the two wings are the office, the library, reception room, and teachers' restroom. The floors are of hardwood, and very attractive drapes have been placed at the windows. This building is steam-heated by an American Ideal Radiator that has been placed in a concrete furnace-room. Mr. Camper considers this new Oakdale school one of the best elementary schools ever built in Chico. Chester Cole of Chico is the architect.

ROSEVILLE has four grammar schools, 1122 pupils, all under the direction of District Superintendent Warren T. Eich.

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Library Meeting in Plumas County

The eighth district of the California Library Association, consisting of Modoc, Lassen, Plumas, and Sierra counties, held the first district meeting of the year September 27 at Quincy. It was a perfect day for the meeting and those who had traveled by machine were already enthusiastic about the beautiful mountainous country upon their arrival at their destination. The splendid courthouse at Quincy was the meeting place. The afternoon session was opened by Miss Katherine Woods, librarian of Plumas and Sierra counties, and president of the district. She introduced Judge J. O. Moncur, who in a very gracious speech welcomed the librarians to Plumas County and paid a glowing tribute to the librarians who had served there and to those he had met in other places. L. B. O'Rourke, chairman of the Plumas County supervisors, followed in a further welcome and made everyone feel that the supervisors were strongly behind the library movement in that county. It was regretted by all that W. E. Miller, chairman of the Sierra County supervisors, was not able to be present. Sierra County contracts with Plumas County for library service and there is the closest feeling of library friendship between the two counties. Some interested people from Sierra County attended the meeting and were heartily welcomed.

Miss Mary Barmby, president of the California Library Association, had journeyed from her headquarters in Oakland to say a word to this assemblage. In a charming manner, she outlined her plans for the year, stressing two points—the hope that the districts would review the progress of California with a view to the study of its history as well as its library progress, and a study and development of discussion groups sponsored by the various libraries. Miss Barmby was accompanied to the meeting by her sister, Doctor Martha Barmby, who was an interested participant in all the events of the session.

Eighty years of progress was the subject covered by Miss Mabel Gillis, the assistant state librarian. Miss Gillis was to assume the duties of state librarian on October first and was cordially greeted as the prospective holder of that office. In her talk, she reviewed the history of the State Library in its eighty years of service and illustrated it with maps, showing also the growth of library service in general throughout the state.

Mrs. Julia G. Babcock, Kern County librarian, always interested in the meetings of the northern counties, had the next place on the program, speaking on the subject of coöperation. Mrs. Babcock as usual had a talk that gave food for thought, outlining as she did many fine plans of coöperative work through various agencies.

A practical example of coöperation was outlined in the next talk on library service to the sanatorium for the tubercular at Weimar. Miss Cornelia Provines, Sacramento County librarian, told of the work carried on by eight county libraries in supplying service to the patients at this sanatorium located in Placer County. Eleven counties support the institution, but only eight of them have county libraries. These eight have a regular schedule for sending books and magazines to the sanatorium. The librarians get together periodically to revise their plans and check up on what they are doing.

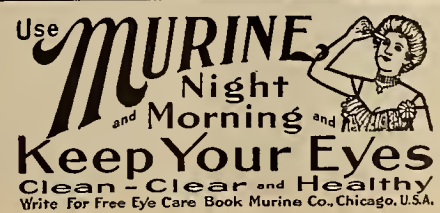
Mrs. Vivian Long, Superintendent of Schools of Plumas County, gave a splendidly definite talk on the school as a unit in library service. The Plumas County Free Library serves all the schools of Plumas County, and Mrs. Long was very appreciative of the service that can be given by a county library when all the schools of a county are a part of it. She outlined for the librarians present the plan of scheduling school texts adopted in that county and carried on very successfully to the advantage of the work and with a view to the greatest avoidance of duplication possible. Mrs. Long was heartily applauded by the library group.

When the meeting adjourned, a short time remained in the afternoon for visiting the courthouse or points of interest in the town. Many of the visitors took advantage of the time to look into the collection in the Plumas County Free Library and the methods of work there. At 6:30 the group met again for dinner at the Hotel Quincy. Two long tables were beautifully decorated with autumn foliage and red candles matching the red feathers which were found at each plate. The feathers, of course, were reminders of the Feather River, which the visitors had ridden alongside of so far on their trip north. Over sixty people attended the dinner. It was a great pleasure to the librarians to have so many of the people of Plumas County at the dinner with them and taking an interested part in the meetings. Nowhere that a district meeting has been held have the people been more cordial and friendly than at this Quincy meeting. This was evidenced throughout the whole session and the librarians carried away a most pleasant impression of the community.

In the evening, the group that met for dinner went to the courthouse again and listened to an interesting program. Miss Edith Gantt, Solano County librarian, but formerly librarian of Plumas and Sierra counties, gave a most entertaining talk on her European trip. She returned from Europe in June of this year. The first part of her talk was concerned with the several libraries she visited in Europe, and the rest of the time she told of the more unusual places she and her mother had visited while abroad. Miss Gantt's many friends in Plumas County were delighted to hear of her most interesting trip.

Miss Lenala Martin, Lassen County librarian, has a hobby in the collecting of book plates. She gave a very clear-cut, interesting description of the history of book plates and then passed around through the audience some examples that she had collected. Some of them had interesting stories attached to them, and Miss Martin told many personal incidents in connection with the showing of the plates.

Mr. Harrison Leussler, coast representative of the Houghton Mifflin Company, was in



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attendance at the meeting and had been asked to tell something about western authors. He closed the evening program by telling incidents concerning Charlie Siringo, and others, including a very new California author, Doctor George Lyman, whose book "John Marsh, Pioneer," is one of the outstanding biographies of the year.

Although this was the last formal session of the convention, Sunday morning brought still another pleasure participated in by the visiting librarians and the Plumas County people also. This was a breakfast at Meadow Valley Inn, eight miles from Quincy. After a most generous breakfast at this delightful mountain inn and a little talk by Mrs. McLennan, hostess of the inn, about another California author, Mrs. Margaret Lull, and her forthcoming book, the scene of which is laid in Plumas County, the visitors started on their homeward ways. While Saturday had been a glorious day for motoring, Sunday morning was rainy and the roads were thus made more exciting for those who were not used to mountain travel. However, the visitors were thus privileged to see the country under different conditions, and everyone arrived home safely, with a most pleasant recollection of a delightful meeting and a most charming, cordial hospitality.

San Francisco Public Library Honors State Librarian

MISS DOROTHY DOYLE of the San Francisco Public Library has very kindly furnished the following account of the delightful event held on October 9 to celebrate the beginning of Miss Gillis' administration of the office of State Librarian:

One of the interesting events of October was a tea given in the San Francisco Public Library in honor of the State Librarian, Miss Mabel R. Gillis. The honor guest has but recently been appointed to this office in which her father, the late James L. Gillis, served for many years, and she has the distinction of being the first woman to hold this position in California.

The Patent Room, where the informal event was held, was converted into a charming setting with garlands of autumn leaves and bowls of russet and gold chrysanthemums. The speakers' table was decorated with a large Della Robbia wreath in which vegetables as well as fruit contributed to the rich coloring. Pears, red peppers, zucchini, Chinese white squash, oranges, passion fruit, egg plant, Chinese peppers, pomegranates, and raisins were combined with red and yellow oak leaves in the unique adornment.

Robert Rea, librarian of the San Francisco Public Library, received with Miss Gillis. Others assisting on the reception committee were Miss Alice Healey, Miss Clara Mel, Miss Helen Bruner, Miss Ella de Andreis, Miss Jessie Fredricks, Miss Helen Dawson, Miss Margaret Dennison, Miss Florenz Rabe, and Miss Pauline Roy.

Those who served as hostesses at the smaller tables were Mrs. Elizabeth Parker, Miss Lucile Cordrey, Miss Ella Crowhurst, Miss Anita Murray, Miss Anne Farrell, Miss Mary Murphy, Miss Margaret Castle, and Miss Ruth Enlow. Mrs. Phyllis Welch presided at the center table.

Two hundred guests attended the tea, the number including, in addition to the librarians from the Bay and Peninsula cities, representatives of the city's special libraries, school libraries, and allied concerns. A roster of the guests was presented to Miss Gillis, also a handsome autographed book by John Howell, and a basket of flowers, the gift of the firm of Foster and Futernick.

Among those who called during the afternoon to meet Miss Gillis were Miss Laura McKinstry, Miss Eugenia Lacoste, Mr. Albert Bender, trustees of the San Francisco Public Library, Mr. George A. Mullin, secretary, and Miss Mary Barmby of the Alameda County Free Library, president of the California Library Association.

Material for Writers in the California State Library

AN ADDRESS of vital importance to Pacific Coast writers was delivered by State Librarian Mabel R. Gillis at the annual convention of the League of Western Writers, held in the Hotel Claremont, Berkeley, October 16-19.

Speaking on the topic, "Material for Writers in the California State Library," Miss Gillis emphasized the fact that the institution possesses one of the most complete collections of Californiana in existence. Newspaper files date back to 1846 when the *Californian,* the Golden State's first paper, made its appearance. More than that, there is a newspaper index with over two million references, thus enabling the visitor to find without difficulty the information in which he is interested.

A splendid array of rare and early books, some of which cannot be found elsewhere, is kept in the California department. County histories are well represented and there are thousands of woodcuts, pictures, and documents, many yellowed with age and reaching back to the days when California was a Mexican dependency, which authors are allowed to copy for illustrative purposes. There is also a section devoted to maps of California and an unusually large number of biographical cards on which pioneers, authors, artists, state officials, and others of prominence have given the main facts of their lives. Letters from such argonauts as Sutter, Reading, Weber, and a host of others are listed chronologically and by person.

Among writers who have secured valuable information at the State Library are Doctor George D. Lyman, whose "John Marsh, Pioneer," was recently published by Chas. Scribner's Sons, and Doctor James A. B. Scherer, author of "The First Forty-Niner." Constance Rourke's "Troupers of the Gold Coast" was largely written from data secured in the State Library and Doctor Frederic Cooper, compiler of "Rider's Guide to California," spent many weeks in the California department. Many writers for the popular magazines also find a wealth of historical and descriptive material.

In closing, Miss Gillis reminded her auditors that "there is a staff of trained workers who can help you with your problems and I assure you they do it with the greatest pleasure and interest. I am certain that writers who work with us can be no happier over their triumphs than are members of the staff who may have helped them. And so in this spirit of helpfulness we invite the writers to the State Library."

The address was received with close attention. Though the audience was not so large as in the earlier sessions—many writers living at a distance having returned to their homes—this meeting was one of the most important of the convention and invaluable in its suggestions for practical aid in the often baffling search for definite, authentic information.

Miss Susan T. Smith, city librarian of Berkeley, and John B. Kaiser, head of the Oakland library, dwelt on the close coöperation existing between the big state institution and city and county libraries in the matter of forwarding books free of charge to residents of California.

San Diego County Librarian to Be Assistant State Librarian

ON OCTOBER 29 Miss Mabel R. Gillis, state librarian, announced the appointment of Miss Eleanor Hitt, librarian, San Diego County Free Library, as assistant librarian of the California State Library.

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Miss Hitt is a graduate of the University of Southern California and of the library school of the New York Public Library. She began her library work as an assistant in the Kern County Free Library. In 1916 she was appointed librarian of the Yolo County Free Library where she served almost five years. Since January, 1921, Miss Hitt has been librarian of the San Diego County Free Library.

Miss Hitt has an excellent knowledge of the entire California library system and has shown exceptionally fine executive ability. She will be a most welcome addition to the staff of the State Library. Her appointment is a particularly pleasing one and augurs well for the continued success of the institution and the development of the library system of the state. Her appointment will take effect as soon as she can make arrangements to leave San Diego.

Visitors From Afar

Miss Julia Wright Merrill, executive secretary of the extension committee of the American Library Association, visited the State Library on October 24, 25. During her stay she gave a most interesting talk at a staff meeting taking for her subject the second women's Pan-Pacific conference which she attended at Honolulu in August. Miss Merrill was one of the twenty-seven voting delegates from the United States. After the conference was ended, Miss Merrill visited the libraries of the Hawaiian Islands, and in her talk at Sacramento she told of this part of her trip, also.

Another welcome visitor during October was Mr. Kolbjorn Fjeld of Oslo, Norway. He is a graduate of the Paris Library School and the School of Library Service at Columbia.

Mr. Fjeld said the California county library system was noted in Europe. He has spent a month in this state studying libraries, particularly county libraries, and hopes to introduce the county library system into Norway.

TRAINING AND CERTIFICATION

By Mrs. Evelyn Clement, *Chief*

Due to the inability of experienced teachers to secure experience for the long-term renewal of administration and supervision credentials, the Commission of Credentials of the State Department of Education has decided that beginning November 15, 1930, all administration and supervision credentials will be granted valid for five years, provided that teaching certification covers this period.

If local school officials assign teachers to positions for which they demand the administration or supervision credentials, such experience as verified by Superintendents of schools may be accepted for the long-term renewal of such credentials.

If teachers now holding administration and supervision credentials granted for a period of less than five years will forward these credentials to the Sacramento office during the month of November, the date of expiration may be extended for five years from the date of issuance, provided teaching certification covers a corresponding period. This service may be rendered without fee provided that the credentials are received in the Sacramento office during the month of November and that they are accompanied by a stamped, self-addressed envelope of legal size.

If, during the five-year period, holders of administration and supervision credentials are unable to secure experience for renewal as designated above, the credentials will automatically expire and may not be renewed. In order to secure new credentials, professional work, leading to the recommendation for the desired credentials, must be completed in approved teacher-training institutions.

STATE BOARD OF EDUCATION

The regular quarterly meeting of the California State Board of Education was held at Lake Tahoe October 3 and 4, 1930. Significant items of concern to all public educators in the State of California which were considered by the State Board of Education are listed as follows:

Informal conferences were held with the presidents of the California state teachers' colleges and with President Sproul of the University of California. Following the informal conferences the regular business of the State Board of Education included the following:

1. The petition of the Los Angeles City high school board of education for the establishment of a junior college district, which petition had been presented in April, 1929, and was rejected at that time. The petition was granted.
2. A petition presented by the Beverly Hills elementary school district through the County Superintendent of Schools of Los Angeles County, Superintendent Upjohn, requesting permission to withdraw from the Los Angeles City high school district was referred to a special committee of the State Board of Education for study.
3. The petition of the San Gabriel elementary school district for withdrawal from the Alhambra high school district was denied.
4. A legislative committee of the State Board of Education, consisting of President McLane and Charles Albert Adams, was appointed to confer with the Superintendent of Public Instruction in consideration of tentative legislative proposals.
5. The petitions for accreditation for the privilege of preparing teachers of elementary grade in the State of California presented by the Immaculate Heart College of Hollywood and the College of Holy Names of Oakland were discussed at length by the board. The board agreed to adhere to its regular policy of referring these matters to the State Director of Education to study the schools in question and see that they were informed as to general requirements set up by the board for accreditation.
6. The Board of Education approved certain appointments recommended by the director of education to positions in the state teachers' colleges and special schools.
7. The teachers' retirement board reported the following annuitants approved for retirement. Their respective years of teaching experience are indicated following their names:

Rae Alexander, San Francisco, 30; Mrs. Lela Glasscock Bell, Lancaster, 30; Genevra E. Boggs, Boulder Creek, 30; Mrs. Lola Boling Brooks, Hollywood, 30; Mrs. Grace Mabel Chadwick, Red Bluff, 30; Frederick H. Clark, Berkeley, 30; Alma Frances Connor, Oakland, 30; Minnie Dippel, San Francisco, 30; Myrtle E. Haskins, Summit, San Bernardino County, 30; Janet M. Henderson, Los Angeles, 30; Marie A. Irwin, San Francisco, 30; Mrs. Anna Kalliwoda, Los Angeles, 30; Mary Ellen Kendrick, San Francisco, 30; Mabel May McKee, Los Angeles, 30; Alice M. Mulgrew, San Francisco, 30; Anna B. Nelson, Napa, 30; William C. Roberts, Santa Ana, 30; Estelle B. Smith, Los Angeles, 30; Cynthia E. Stringfield, Santa Maria, 30; Lulie Minerva Sweeney, San Diego, 30; Charles E. Tredway, Modesto, 30; Mrs. Mae A. Turner, Tracy, 30; Mrs. Georgia A. West, Los Angeles, 30; Parry Albert Winder, Riverside, 30; Addie M. Woolsey, San Diego, 30; William Sherman Wright, San Diego, 30; Mrs. Ethel Hall Bequette, Healdsburg, 18; Mrs. Nina Lyon Dalton, Oakland, 17; Mrs. Dolly H. Little, Denair, 16; John Parkin, San Francisco, 17; Mrs. Mattie P. Sharp, McFarland, 15. Respectfully submitted.

V. Kersey,
Superintendent of Public Instruction.

THE TORCH

Rhymes of a Rural School — California Harris, East Fork District, Siskiyou County, California.

I stood at the door of my schoolhouse
As I rang the bell one day,
And watched my pupils trooping in,
Their faces flushed from play.

I glanced at their smiling faces
As they passed as if in review,
And each child face seemed familiar,
Yet marked by something new.

I saw them touched by the hand of time,
Molded, and shaped, and changed.
I felt that I was Destiny
And their lives were mine to arrange.

I, alone and faltering,
Must set my seal on each soul.
Whatever I give them while I am here
Their lives forever will hold.

There, in the swiftest instant
God handed a torch to me.
"Go, light the way for these childish feet.
You must answer at last to me."

Advertisement

BIDS WANTED FOR TEXTBOOK MATERIAL IN MUSIC FOR ELEMENTARY SCHOOLS

To Authors, Publishers, and Others.

Gentlemen: The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute, in California, textbook material, as follows:

Music texts for elementary schools, up to and including grade six.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, not later than January 31, 1931.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in music," should be submitted on or before the hour of 5 o'clock p.m. of January 31, 1931.

Alternative bids for supplying completed books, as specified above, in carload lots, f.o.b. Sacramento, Los Angeles, and San Francisco, will also be received.

Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.
Vierling Kersey, Secretary.

BOOK REVIEWS

HISTORICAL FICTION, compiled by Hanna Logasa, published by McKinley Publishing Company. Price $1. "Historical Fiction" offers an enrichment of the historical experience which should result in greater pupil self-activity. The teacher will find this list helpful in his work with individual pupils, as well as a valuable aid in reading guidance in connection with classroom teaching.

SONNY ELEPHANT, a jungle tale by Madge A. Bigham, published by Little, Brown & Co. Price 80 cents. Here is a brand new tale just dropped from our kindergarten story tree. After the story is read, the children will want to make a jungle in the sand table, which will keep them busy and happy for many days. Miss Bigham gives suggestions in the preface of her book for making a jungle, which are very good.

THE AMERICAN, the life story of a great Indian, by Frank B. Linderman. 324 pages. Price $1.60. Published by the World Book Company, Yonkers-on-Hudson, New York. "Plenty-Coups," the hero of this biography, is chief of the Crows and is probably the oldest living chieftain, but he remembers as yesterday his life on the plains before the buffalo went away and before the white man's civilization had reached the last Indian strongholds. By aid of sign language and an interpreter, to his friend, F. B. Linderman, he reveals his life story. "The American" is the first biography of a great Indian statesman—an authentic record of the old Indian life. Here is the ideal book of Indian life for every school. "Plenty-Coups," the boy and young man of years ago, rides bravely through its pages, a very gallant American.

HIGHER EDUCATION FACES THE FUTURE, a symposium, edited by Paul Arthur Schilpp. Published by Horace Liveright, New York. Price $3. 408 pages. Here is an authoritative volume on the present conditions, aims, failures, and successes, objectives, hopes, and aspirations of the American college and university. Twenty leading educators have contributed their views on higher education, past, present, and future. In this volume, they write exactly what they think; they are hampered by no restrictions. The contents are divided into five parts, as follows: "Philosophy and Education," by John Dewey; "Progressive Education in the Liberal College," by Alexander Meiklejohn; "Creative Education," by Hamilton Holt; "Humanistic versus Humanitarian Ideals in American Education," by Irving Babbitt; "American Education and the Occidental Tradition," by Hartley Burr Alexander.

A BIBLIOGRAPHY ON HANDWRITING, by Michael J. Ryan, instructor in penmanship, Pierce School of Business Administration, Philadelphia, Pa. The aim here has been to continue within the scope of the foregoing topic and to provide the teacher and supervisor with a list of the books, magazine articles, and other materials relating to the teaching of handwriting, which are available at this time.

INTERNATIONALISM, handbook of citizenship, topical supplements to textbooks of American history and government. Price 25 cents. Published by McKinley Publishing Company, Philadelphia, Pa.

UNITED STATES HISTORY, Book One, an illustrated workbook for the grades and junior high school, prepared by Charles A. Coulomb, Ph.D., District Superintendent of Schools, Philadelphia. Price 44 cents. This workbook is designed to make history interesting for you and your fellow pupils. It will help you study the history as related in the textbook and it will also give you a clear, vivid picture of earlier times. Book One includes discovery, exploration, settlement, the Colonies, and the nation to 1829.

"United States History," Book Two. The nation, 1829–1930. An illustrated workbook for the grades and junior high school. Price 44 cents.

These workbooks contain many beautiful pictures, some from old drawings made at the time of the events shown, others are copies of famous pictures made long after the events, and still others are modern photographs. The history of our country in these books is divided into sixteen periods. Under the heading of each period there is a short outline of the history of that time.

THE MUSIC HOUR, fifth book, price 88 cents. Published by Silver, Burdett & Co., Newark, N. J. This is the fifth book of the series. There are 172 pages, eighty-two songs, with glorious colored pictures at the top of each page.

CARE AND KINDNESS FOR OUR ANIMAL FRIENDS, price 15 cents per copy. Published by the American Humane Education Society, 180 Longwood Avenue, Boston, Mass. A paper-back book that every child will enjoy who loves animals. Animals are often misunderstood. I am sure that after reading this pamphlet children who are inclined to kick dogs and chase cats will think differently and will learn to love them for what they are.

CHILDREN OF THE COVERED WAGON, by Estella Ford Warner, M.D., and Geddes Smith. Price $1. Published by the Commonwealth Fund Division, New York. In the last five years Marion County, Oregon, the heart of the Willamette Valley to which the covered wagons made their way a hundred years ago, has bettered the health of its babies and children to a striking degree. This book is a report of the Commonwealth Fund Child Health Demonstration in Marion County, Oregon.

MY HEALTH HABITS, by Whitcomb, Beveridge, and Townsend, published by Rand McNally & Co., New York. Book One, price 80 cents; Book Two, price 88 cents; Book Three, price 96 cents. Book One has 149 pages with many beautifully colored illustrations. A delightful book for beginners. The health standard has been based upon personal cleanliness, mouth hygiene, nutrition, fresh air, exercise, and rest. Book Two—in this book the authors try to make healthful living so attractive that the children will catch the spirit and they will want to practice it. Book Three contains varied material, both fanciful and factual, that will broaden the experiences of the little readers and stimulate their thinking in paths of healthful living.

MY SEAT WORK, to go with primer for the "New Path to Reading Series," by Cordts. Ginn & Co., publishers. Price 48 cents. Each seat-work exercise has a definite purpose. The book consists of sixty exercises and their worksheets.

WESTERN SCHOOL NEWS

HERBERT F. CLARK of the educational department of the City of Los Angeles attended recently the meeting of the real estate convention at Santa Cruz, and the Chamber of Commerce meeting in San Francisco. Professor Clark has been a frequent contributor to the WESTERN JOURNAL OF EDUCATION.

THE CALIFORNIA CURRICULUM COMMISSION will hold an important meeting at 312 Haviland Hall, Berkeley, November 21–22, 1930. Among the speakers there will be Superintendent Kersey, Mr. Faris, Miss Barmby, and Miss Mary Mooney. There will be an important discussion on legislature and on supplementary texts and materials.

OLIVER HARTZELL, Superintendent of the San Rafael schools, was one of the leaders in the celebration of the passing of the bonds for the Golden Gate bridge on Wednesday, November 12. On Friday evening, November 14, he arranged a special program for American education week and for the dedication of new buildings.

THE STATE TEACHERS COLLEGE at Fresno is planning a special day devoted to journalism. Harr Wagner has been invited to deliver his address on "Joaquin Miller and His Other Self." Doctor F. W. Thomas is the president of the institution.

HOBART HEIKEN, who was formerly County Superintendent of Schools of Sutter County and who is now one of the outstanding teachers in the Continuation School of San Francisco, has a real sportsman's hobby. He is not surpassed as the producer of wild ducks and in converting them into the choicest duck stew.

THE WESTERN ASSOCIATION of Teachers of Speech will be held at the William Taylor Hotel, San Francisco, November 27, 28, and 29. The president is W. Arthur Cable of the University of Arizona, Tucson. The program offers discussion of unusual interest to teachers in the elementary and secondary schools.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Mrs. Mary Belle Murray, head of the department of California history of the Los Angeles city schools, has been made chairman of the California history reception committee for the members of the N. E. A. attending the meeting in Los Angeles next summer. It is the intention of Mrs. Murray and her committee to greet and entertain the visitors with typical California hospitality.

Charles L. Johns, Superintendent of the Huntington Park City Schools, has been given the aid of an Assistant Superintendent of Schools by his Board of Education. Miss Lucile Smith has been appointed to the position. Miss Smith has been in the Huntington Park system for the past nine years and was promoted to the assistant superintendency from the principalship of the Liberty School.

C. R. Prince, who for the past twelve years as District Superintendent of the Calipatria City Schools made an excellent record among the educators in the Imperial Valley region, has accepted the principalship of the Malabar School, Huntington Park.

W. L. Stuckey, former Superintendent of Huntington Park City Schools, after a foray into the business world as a manufacturer is back teaching, as principal of the Fremont School, Calipatria.

Leonard F. Collins, Superintendent of the Chino Schools, has made a reorganization of his elementary supervisory program this year. In place of a principal in charge of each of the three grammar schools in the Chino system, he has placed a vice principal in each school under the direct guidance of one supervising principal for the three schools. Miss H. B. Gough has been made the supervising principal. Miss Gough is a graduate of the University of California at Los Angeles of the class of 1926. She has taught in the Beverly Hills school system and this last year was principal of the Chino Primary School. There are twelve hundred children in the Chino elementary schools.

Mark R. Jacobs, Superintendent of the Montebello City Schools, has thirty-two hundred pupils enrolled in the city's nine schools, an increase of 250 over last year. Superintendent Jacobs, in the new Fremont School in his city, has provided a school in which the landscaping and playgrounds are more than ordinary. Lawns and shrubbery, front and rear, make both sides of the building attractive. Then, there is a separate playground for the smaller children set apart from the main playground.

The Santa Ana city schools under Superintendent John A. Cranston have many recent accomplishments of educational value to their credit, and more in course of being. Doctor Percy Davis has been secured as Assistant Superintendent. Doctor Davis, in his work this year, will undertake to make courses of study that will cause closer articulation of the work of the junior high schools, senior high school, and junior college. The junior college this year has reached its largest growth in an enrollment of around six hundred students. An innovation in the junior college has been the starting of a business course of two years to prepare students for jobs in the business world. Business college methods are being followed in these courses, which are under the direction of George B. Holmes. The new Frances Willard Junior High School, a project costing $325,000, is scheduled for completion this spring. At the Lathrop Junior High School a cafeteria, eight classrooms, and a music room have been built at a cost of $100,000. Last year, $330,000 were spent for two Mexican schools and two American schools and the addition of twelve classrooms to other schools. Of special importance to the community have been the lectures given in the senior high school and junior college on "Human Relations," by Doctor Gertrude Laws. Doctor Laws has had two classes of mothers and fathers taking up the subject of duties of parents. These classes have been most popular with Santa Ana people. Seventy-five hundred was the average daily attendance of the Santa Ana schools last year. It was 9200, including the adult education attendance.

The Oceanside Grammar School under District Superintendent J. R. Tenney has an enrollment of 543 pupils, an increase of one hundred over last year.

J. W. Lawson, District Superintendent of the Escondido Grammar School, who for the past two years has been making a fine record in his administration of the schools activities, has recently signed a four-year contract that the board of trustees offered him, which included a very fine raise in salary. The Escondido school plant has just been increased by the starting of a new unit built at a cost of $12,000. This building has three classrooms, the administration office, storeroom, teachers' room, an opportunity room, and boys' and girls' showers. There are twenty-seven teachers employed in the Escondido school, who have charge of eight hundred pupils.

All the state teacher colleges in California report an increase in enrollment this year. The figures released are as follows: Humboldt, 284; Chico, 520; Santa Barbara, 667; San Francisco, 998; San Diego, 1153; Fresno, 1427; San Jose, 2163.

Superintendent C. B. Baldwin of Huntington Beach is planning something different in the new recreation building that is to be constructed shortly for the pupils of the elementary schools. This building, to cost in the neighborhood of $65,000, will contain a gymnasium and two swimming pools. There will be rooms for the girls' and boys' physical education directors, a nurse's first-aid room, boys' and girls' physical education dressing rooms, a gymnasium—floor sixty-five by ninety feet—and a kitchen off the gymnasium for use at receptions. The two pools are being built for the older and younger children. The smaller auxiliary pool, twenty by thirty feet, is for the kindergartners and grades one and two. The depth of this pool will be two feet. There will be separate dressing rooms for the boys and girls using this small pool. The large pool, twenty-five by sixty feet, for grades three to eight inclusive, will be so constructed that there will be a spectator balcony for the parents. The entire building will be 125 by 200 feet.

Mrs. Drusilla Cropsey, principal of the Kelso School, Inglewood, has for the past five years carried on an intensive campaign in arousing in the pupils of her school a desire for the reading of good books. Each year in November, during book week or before, the children of the school have a grand holiday by coming to school dressed up as some character of a book they have read. The pupils think up their own costumes and are aided by their parents, who make this day a special visiting day. The costuming is very excellent—Hans Brinker hobnobs with Pinocchio, the Gingerbread Man speaks to Mother Goose, and Little Lord Fauntleroy rambles with Huckleberry Finn. In addition, during November, each member of the school attempts to save one penny a day by denying the use of some luxury. This money is then spent for books for the school library that the children have selected at book exhibits held at the school or from visits to bookstores.

B. M. Gruwell, Superintendent of the El Centro City Schools, has been receiving the compliments of his townspeople on the new administration offices at the Central School. These offices, comprising a general office, a private office for the Superintendent, and a central school library and supply room for the entire city, are most attractive. The pictures, tinting of the walls, drapes, and private office furnishings are done with the nicety of detail that is so characteristic of all of the El Centro grammar schools. In a hot and at times dusty, windy climate, the grammar school rooms and buildings teach immaculate cleanliness.

Professor M. E. Brown of the San Diego State Teachers College has been making an educational survey of the El Centro grammar schools for Superintendent B. M. Gruwell. This is a continuation of what Mr. Gruwell and his assistants have been doing two times a year for several years. This year Mr. Gruwell wanted an outside person to do the work in order to see if it checked up with their past surveys. The survey showed that the work of the pupils of the city was above the average, which was very complimentary to the teachers and to Miss Nora Eppler, who has had charge of the supervision work.

George R. McIntire, District Superintendent of the Brawley Grammar Schools, has the largest enrollment of grammar school children in Imperial Valley. The total this fall was twenty-three hundred. Two new schools are being constructed at a cost of $75,000, one being a four-room building and the other a six-room. There are fifty-five teachers employed in the Brawley grammar schools, an increase of thirteen teachers over last year. This is Superintendent McIntire's first year at Brawley. Previously, Mr. McIntire has held executive positions in California at Santa Monica and Redlands.

The Compton city schools under Superintendent J. Wm. Gastrich were in the unique

position of not having a single teacher leave the system this past summer. Owing to the fact that the junior high school of Compton went under the direction of the Compton Union High School district, Mr. Gastrich had to make places for several seventh and eighth grade teachers in the lower grades, and these teachers provided for the classes caused by increased enrollment. The maximum salary of the Compton city school teachers was raised to $2000 this year, and every teacher in the system received a $100 raise.

JAY D. CONNER, the new director of elementary education in the San Diego city schools, will have as his first task the analysis of the San Diego elementary course of study. Mr. Conner is a graduate of the San Jose State Normal School. He has received the degree of A.B. from the San Diego State Teachers College and will receive shortly the degree of M.A. from the Stanford University department of education. Mr. Conner was in the service during the World War. He has taught two years in Wyoming, was a year at King City, and in 1922 was made vice principal of the McKinley School, San Diego. During the last six years Mr. Conner was principal of the McKinley School and was chairman of the San Diego schools committee on reading.

LAWRENCE E. CHENOWETH, Superintendent of the Bakersfield Schools, always has been in the vanguard of education in California. As Superintendent of Kern County he led the way in supervision, teacherages, fine country schools, county field days, health programs, good salaries for teachers, and all else that was progressive. As Superintendent of the Bakersfield City Schools, he is overseeing the upbuilding of the physical equipment of the city system in providing new and up-to-date schools and in the renovating of old outworn buildings. As a member of the California State Curriculum Commission, Mr. Chenoweth has a part in fashioning the latest developments of our educational progress.

In line with the activity program that is being stressed in California, Mr. Chenoweth has two schools in which special provisions have been made for the activity program. The first is a new school, the Horace Mann, under the principalship of Mrs. Mathilda R. Davy, and the second is the renovated Roosevelt School with Miss Ruth C. Harding as principal.

The differences in these activity school buildings are evident in the following particulars: The ordinary cloakroom is divided into two sections. The first section is used for a room library and the display of school projects; the second section, with sink and flowing water, is where the larger manual activities are worked out. There is also a door leading into the school yard where the pupils may work also. The blackboards are of slate, broken up into sections that can be raised to make available the cubicle space back of them. Below the blackboards is individual locker space. There is plenty of cork board for display purposes.

Miss Harding and Mrs. Davy consider their program a conservative activity program. The activity work is grouped around the social sciences. Both of the principals believe in old type drill in such academic subjects as arithmetic, spelling, writing, etc.

IN FIRE PREVENTION and safety first instruction the Bakersfield city schools have been aided by P. C. Pifer, marshal of the Bakersfield Fire Department and his assistant, Arthur Ryder. The fifteen schools in Bakersfield each year stage a contest as to which are best in fire drill and safety first. Three prizes are awarded at the beginning of each new school year for the winner of the previous year's contest. Marking is 94 per cent on fire drill and 6 per cent on written examination. The first prize is an American flag; the second is a bronze plaque; and the third is a ticket to one of the local theaters. The schools winning and the percentages of last year were as follows: First prize, Lincoln, 99.99; second, Roosevelt, 99.88; third, Washington, 99.77. The only accident recorded at the Lincoln School last year was a stubbed toe. Third prize is most popular with the pupils.

A NEW POLICY of professional improvement for teachers has been instituted by the board of trustees of the Kern County Union High School which will supplant the bonus system in use for the past three years.

At least once in three years each teacher must show evidence of professional growth in order to maintain either the maximum salary or the regular rate of increase in salary.

The penalty for not showing professional growth in each three-year period will be a reduction of salary of $100 per year. Evidence of professional growth may be represented by the following items: (1) Attendance at summer session carrying a total of 6 units once in each three years; (2) the carrying of extension work of an equivalent value; (3) the writing of outlines, syllabi, textbooks, or special articles dealing with professional subjects; (4) extra curricular work within the high school student body of such a nature as

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o markedly increase the teacher's efficiency; (5) travel where the places visited will be of value in the teacher's work; (6) the reading or reporting on of professional books, or books dealing with the teacher's subject; (7) individual, committee, or group study of special problems of the local district.

The King City Union High School district is just completing another unit in their ten-year program of expansion. The most recent unit is known as the Fine Arts Building. It will accommodate band, orchestra, glee, dramatics, and art, with practice rooms, instrument rooms, and a uniform room. The building incorporates the latest ideas for the above-mentioned departments. The building is a reinforced concrete and steel, tile roof, and every department is as acoustically perfect as possible. The unit will cost approximately $45,000 and is being built by direct tax.

Arthur Chamberlain and others have incorporated the Pacific Area Foundation. Winfield Scott is the president. Among its features will be restoration, development, conservation, and research. It is also planned to take over the publication of the *Overland Monthly*.

The Ripon Junior–Senior High School under principal Verne B. Brown has enrolled 270 pupils this semester.

The Oakdale grammar schools with District Superintendent J. J. Berry in charge, at the first of the school year enrolled twenty-nine more pupils than at the time of the peak load last year. Seven hundred thirty pupils are in attendance in three Oakdale grammar schools.

MRS. PATRICK CAMPBELL

Scanning the list of plays presented by Mrs. Patrick Campbell on both sides of the Atlantic, one finds that England's distinguished actress has appeared in the most diversified array of dramas credited to any modern star. Here in San Francisco we have been regaled with her fine presentations of "Magda," "The Second Mrs. Tanqueray," "The Joy of Living," and Bernard Shaw's "Pygmalion." On the occasion of her present engagement at the Columbia Theater, which began Monday, November 17, Mrs. Campbell is presenting Henrick Ibsen's exotic drama "Ghosts."

Only recently in London Mrs. Campbell created quite a furore in the rôle of Mrs. Alving in this play. It was said at the time that her Tanqueray, Magda, and Pygmalion were completely overshadowed by this, her latest emotional triumph. There is added interest in the present engagement of Mrs. Patrick Campbell on account of the appearance of Tom Douglas in the rôle of the son. It was Douglas who, a short time ago, appeared in his very effective portrayal of the boy in "Fata Morgana," costarring with Elsie Ferguson.

Mrs. Campbell's stay in this country has been so limited as to prevent her from appearing in any other city in Northern California. Already the demand for seats has been so persistent as to necessitate the establishment of a box office system to facilitate the handling of seats requested by theatergoers from many points outside of San Francisco. Both the play and the players have a special appeal to the students of the drama.

Over 36,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is the California Teachers Association?**
   It is the one statewide professional organization in California which numbers within its membership all classes of teachers from the Kindergarten to the University.
2. **What are its aims?**
   To benefit the children of California by:
   a. giving impetus to progressive movements
   b. holding fast to that which has been found worthy of preservation
   c. improving teaching conditions
   d. protecting interests of teachers
   e. unifying the educational forces of the state.
3. **How much are the dues?**
   $3.00 each calendar year.
4. **What use is made of funds collected?**
   The funds care for:
   a. legislative programs in interest of schools
   b. annual conventions for teachers
   c. headquarter maintenance
   d. publishing and distributing Sierra Educational News.
5. **What is its form of organization?**
   It is a representative service society in which the Council of Education, through various committees, studies school problems and suggests forward movements of all educational activities.
6. **What benefits may a member expect?**
   A member may expect:
   a. a high class, professional journal every school month
   b. the service of energetic, careful teacher placement bureaus
   c. advice and assistance when needed
   d. stimulation and satisfaction from membership in a large well organized group
   e. an opportunity to serve by participation in association activities
7. **What has the California Teachers Association accomplished?**
   The Association has elevated the standard of the profession by:
   a. securing increased financial support e. g. (Amendment No. 16, Wright Act, Rural supervision, Retirement)
   b. raising standards of certification
   c. securing legislation which has protected the interests of the members
   d. preventing adverse legislation
   e. creating and promoting a definite program for better school conditions.
8. **What may be expected in the future?**
   Future programs which will include:
   a. thoughtful study of all school needs
   b. definite legislative programs
   c. research studies to develop thought and action.
9. **How many members has the organization?**
   36,507 loyal California teachers, July 31, 1930.
10. **Why should I join the California Teachers Association?**
    Because of its accomplishments. I am employed in the largest single organization in the State of California (the state school system); therefore I should do my individual part to maintain its leadership.

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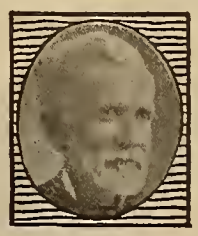

DECEMBER, 1930

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DEPARTMENT OF RURAL EDUCATION

By HELEN HEFFERNAN,
Chief, Division of Rural Education

HEALTH PROGRAM FOR TULARE COUNTY

By DORIS THORNLEY,
Director of Health Activities, Tulare County

AN EXPERIMENT in health coördination is being tried out in Tulare County among its 104 rural schools, with an average daily attendance of about ten thousand. Starting on the third year as director of health activities, I have found that instead of the work being lighter as one becomes acquainted with local conditions, the demands are increasing and opportunities for service enlarging as the teachers' eyes are being opened to the needs of their children. One might say that the objective of the health coördinator is to awaken the teachers and communities to the needs of the pupils and then to secure the best possible advice and corrective treatment which is available in the county or the state. The scope of this work in Tulare County includes health inspection, health education, physical education, and mental hygiene.

Health Inspection

Clinics—We have been fortunate in having the services of Doctor M. A. Gifford, child specialist of the State Bureau of Child Hygiene. Each month Doctor Gifford with the assistance of some local doctor has a clinic for first grade and pre-school children. Using one school as a center and having some six or seven neighboring schools bring their children, we are able to reach from forty to sixty or more beginners. The teachers and women of the community or the P.–T. A. coöperate splendidly and make it possible to have a smooth-running clinic. Reports of the findings of the examination and recommendation for treatment are either given to the parent or sent home and the most serious cases are followed up with home visits by the teacher or myself.

Besides clinics for pre-school and primary children, Doctor Tracy Melvin and his assistant, Doctor Mooney, of our County Preventorium, have held monthly clinics in schools where the children seemed below par, either in weight or vitality. The results of the last clinic may be used as an example. A school where about 20 per cent of the pupils were found to be 10 per cent or more underweight had eighty-eight of their children examined. In the follow-up work six children have been fluoroscoped at our County Health Center and five others X-rayed at the preventorium, with the result that seven of these eleven have been recommended for admission at the preventorium, not as tubercular patients but to prevent it. Some of these children, owing to residence qualifications, are not eligible but will be given additional rest and nourishment at school while the others will secure treatment at the preventorium. The results of the clinic have not stopped here. When the P.–T. A. realized the conditions in the school, they planned through their cafeteria to give additional nourishment to quite a number of the children and have called on our County Home demonstration agent to assist in the meal planning.

Every community has its physically handicapped. Last year a clinic was held at our county health center under the auspices of the California Society for Crippled Children. Through this society the services of an orthopedic surgeon were obtained who examined and suggested treatment for some fifty-seven children, forty of whom were from our rural schools. The follow-up treatment of these cases has been cared for by our county welfare department. The most serious cases have been sent to orthopedic hospitals in Los Angeles or San Francisco, while others have been treated in our own County Hospital, a visiting orthopedic surgeon taking charge of the case, assisted by the doctor of our County Hospital.

No special classes or special work have been arranged for our hard of hearing, but for some of our congenitally deaf application has been made to our State School for the Deaf. One other apparently congenitally deaf child has had his hearing partially restored and is doing regular school work, even to singing. We, however, have done more for our blind and for children with defective vision. Several have been admitted to the State School for the Blind and others are awaiting admission. For those with defective vision, we are doing some work in sight conservation. Where glasses do not give sufficient correction, or if the condition is a progressive one, our County Library furnishes books published by the Clear Type Publishing Company, *i.e.*, in 24-point type. The written work of these children is done on dull-finished paper with a coarse pencil, and the work handed to them by the teacher is especially prepared, being written in large scrip about three-fourths to one inch in height. All map work has the confusing detail omitted by having one outline contain only the rivers, while another outline has the cities, another the mountains, etc.

Through the assistance of the State Bureau of Speech Correction, some work has been done along this line. An institute meeting as well as sectional teachers' meetings with clinics and demonstrations have been held. The teachers are becoming aware of their needs and, while no specially trained teachers are at hand, some help has been given in correcting these defects.

Health Education

HEALTH EDUCATION, which is the objective this year, is being developed along the lines of correlating healthful living with the other subjects of the curricula, so that the children may *live* health, not *learn* about health. Each month one phase of health is stressed and in the office of the County Superintendent of Schools is a display of projects, posters, and additional material which the teachers may use in presenting the subject for the month. Miss Harriet Woodward, health education specialist for the California Tuberculosis Association, spent ten days visiting the rural schools and talking to about fifteen hundred pupils as well as two hundred of the parents. At P.–T. A. and other meetings I have given health talks and, wherever possible, the children have assisted in first-aid demonstrations, nutrition exhibits, etc.

Physical Education

PHYSICAL EDUCATION has not been the major objective any year thus far, not because it was of minor importance but, as the health side had never been developed in this county, I felt it necessary to lay the foundation here first. However, assistance has been given whenever possible in new activities, arrangement for squad activity, etc. In the spring, play days have been held in a good many central localities with some six to eight schools participating in each play day. A county track meet is held with about one thousand children participating, entering the division according to the size of their school and being classified according to age, weight, and height. A May festival with dances and chorus has also given opportunity for the children to take part in a socialized group as well as in the definite physical activity. This year in connection with our clinics some work in posture training is being given by Miss Ella Rawlings, the posture expert of the State Bureau of Child Hygiene.

Mental Hygiene

AS I HAVE BEEN CERTIFIED as a clinical psychologist, some work in giving individual psychometric tests and making personality studies of some of our problem cases has fallen to my lot. Most of these cases fall into the subnormal group, but some are normal or supernormal but are emotionally unstable or need adjustment in some way.

Conclusions

WHAT HAS BEEN FOUND to be the need in Tulare County would probably be duplicated in any other county, and, once having our eyes opened to the needs, let us do all in our power to remedy the conditions. We must remember that a chain is only as strong as its weakest links, and therefore endeavor to strengthen the weak links as well as to maintain a normal strength for the rest.

INCREASING UNDERSTANDING BETWEEN PARENT AND SCHOOL

By C. H. SCHELLBACH,
Principal, John Adams Elementary School, San Diego.

IT WAS A GREAT DAY for the cause of education when parents and teachers concluded that for the good of the child as a whole they should work together.

It took some years to convince parents that well-rounded citizenship, which is the modern ideal in education, includes all experiences that affect pupil development, such as neatness, emotional self-control, self-reliance, self-discipline, and responsibility. These are learned equally at home and at school, and thrive best in harmonious atmosphere. It was fundamental that both teachers and parents should accept Froebel's precept that their province was not to mold the child, but to provide right environment for his growth and to trust the life force within him.

Up-to-date parents are readjusting their ideas about their part in education. No longer are the A B C's taught to the pre-school child at home; corporal punishment is disappearing; the value of milk and green vegetables is recognized. Such topics constituted many of the pioneer P.–T. A. programs. Parents, learning that some 70 per cent of all children of school age have one or more physical defects, are often anxious to be present when their children are given physical examinations and are taking a keen interest in carrying out the suggestions of doctors and nurses.

The child's health was the entering wedge in bringing about better understanding between the home and the school. Then P.–T. A. discussions, supplemented by individual conferences between parents and teachers and principals, helped to smooth out difficult behavior problems in encouraging fashion. It became apparent that while teachers were more or less trained for their work, the parents entered upon their job with no preparation whatever. Hence the demand for study groups in psychology, democratic parental education for all races and classes, radio programs, newspaper and magazine articles, books, lectures, correspondence courses. At a recent conference held at Ohio State University, representatives from nineteen colleges and universities met to talk over what was being offered and what else they might do to serve the parents of Ohio. Truly the race is becoming child conscious as never before.

The interest shown by both actual and potential parents begins with pre-school problems. Then follows the nursery school, many of which are requiring the mothers to assist at their sessions, thus giving them an intensive course in the aims and ideals of their educational systems.

In order to get the child's mental viewpoint, some parent–teacher's associations pattern after Winnetka, Ill., and offer parents an annual go-to-school meeting in the evening. No child is present, but each child has left a note on his desk for his parent telling just what things to study. The parent follows the child's program on reduced rations of ten-minute periods—spelling, arithmetic, music, gymnasium, games, etc. This gives an insight into modern progressive methods in action and the parent appreciates sportsmanship as learned in kick-ball, learns new beauty in child songs, and why fractions are hard to master.

The parent has to see what other children of that age are doing in order to understand his own child's intellectual and emotional place in the school. He finds that subjects which in his day were taught in outside hours—when it could be afforded—such as music, dancing, foreign languages, are now incorporated in the regular school curriculum, leaving much free time. Here entered the afternoon movie and dangerous street playing had they not been counteracted by the rise of those marvelous character-building activities, Boy Scouts, Camp Fire Girls, Girl Scouts. Their aim is to keep youth fresh and wholesome. Youngsters whose leisure time is so occupied have little interest in morbid, sex-accentuating, petting parties. Planning and carrying out picnics and parties together educate both parent and child and there can scarcely be too many dad-and-son, mother-and-daughter suppers and games. The more such activities are encouraged the faster will disappear the "gap between the generations" we hear so much about.

Other factors promoting understanding between parents and school are the visiting teacher who is bringing about a changed attitude in many a parent and child; the visiting nurse; the P.–T. A. "room mothers"; school bulletins; report cards; conferences between parents and school authorities where the policies and methods of the school are explained. This last is most important. No school can progress faster than the ideas of the parents—who are the taxpayers—progress with it. Not only must they understand, but must sympathize with the changes of aims in education so as to coöperate fully with them.

If any parent humbly feels that he has lost out with his child, that he doesn't quite see what the school is trying to do for and with him, a vacation or short vacations together make a good beginning in the right direction. Tramping; talking about bees, birds, flowers, trees, and rocks, together; singing; camping together. Soon there will be discussions concerning behavior and character. Let nothing loosen the tie so formed. Find how he reacts to his school life and be sure to understand the modern educational aims and apply them to his home environment.

Perhaps school and parents together may work out the dream visioned for us by John Addington Symonds:

> "These things shall be: A loftier race
> Than e'er the world has known shall rise
> With flame of freedom in their souls
> And light of knowledge in their eyes.
> Nation with nation, land with land,
> Unarmed shall live as comrades free:
> In each heart and brain shall throb
> The pulse of one fraternity."

A poet is a heart in unison with his time and country. Poetry is the perpetual endeavor to express the spirit of the thing.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

December, 1930, sees in California the greatest combination of county and city teachers' institutes in collaboration with meetings of the California Teachers Association ever held in the state. From Santa Rosa in the North to El Centro and San Diego in the South, four sections of the C.T.A., thirty counties and thirty-seven cities, during the days of December 15, 16, 17, 18, and 19, held educational meetings running the entire gamut of pedagogical problems. The city and county institutes were scheduled the first three days of the week and the C.T.A. meetings the last three days. The C.T.A. sections included that of the Bay Section, the Central Coast Section, the Central Section, and the Southern Section. San Francisco, Santa Cruz, Fresno, and Los Angeles were the places of California Teachers Association meetings. The cities of Oakland, Berkeley, San Francisco, Alameda, San Jose, Fresno, Bakersfield, Santa Monica, Los Angeles, Pasadena, Long Beach, Pomona, Alhambra, Santa Barbara, Riverside, San Diego, Glendale, Ventura, and San Bernardino were among those holding separate meetings.

Two thousand speakers and forty thousand teachers were in attendance from an area seven hundred miles long by 250 miles wide. The sponsors of the education of over two-thirds of the pupils in California were getting new ideas or old ones refurbished. And over a million pupils in this area were enjoying a pre-Christmas vacation.

The week before Christmas is an admirable time for institute meetings. It gives a recess from regular school duties and adds time for preparation of the greatest of our holidays, Christmas. The fact that the majority of the teachers in California visit San Francisco or Los Angeles adds to the Christmas tumult of those two cities. The roar of the traffic, the decorated streets, the Christmas trees, the Christmas chorals from cathedrals on the street corners, the programs from Union and Pershing squares, the flash of colored neon lights on Market Street, on Wilshire and Hollywood boulevards, the beautiful store windows filled with the wealth of the world, all make for the impressiveness of the speeches heard in general sessions and section meetings.

And when one considers that the best speakers the United States affords on educational and kindred subjects are on the programs, the greatness of the educational work as carried on in California by the pooling of the resources of all of these counties and cities is evident. On the programs were such men and women from outside of California as Cameron Beck, personnel director, New York Stock Exchange; Florence M. Hale, state supervisor of rural education, state department of education, Augusta, Maine; Raleigh Schorling, associate professor of education, University of Michigan, Ann Arbor, Mich.; Clare Soper, international secretary of the new education fellowship, London, England; Willis A. Sutton, president, National Education Association, and City Superintendent of Schools, Atlanta, Ga.; Doctor Boyd H. Bode, department of principles of education, the Ohio State University, Columbus, Ohio; Doctor Frank Bohn, New York; Doctor H. T. J. Coleman, professor of philosophy, University of British Columbia, B. C.; Miss Mary Agnes Doyle, Kenneth Sawyer Goodman Theater, Chicago; Doctor Howard R. Driggs, professor of English education, New York University; Doctor Samuel W. Grafflin, editor, the *American Aristocrat;* Doctor C. H. Handschin, Miami University, Oxford, Ohio; Doctor Gordon J. Laing, dean of the graduate school of arts and literature, University of Chicago; Doctor R. L. Lyman, school of education, University of Chicago; Doctor Hughes Mearns, school of education, New York University; Edwin Avery Park, chief designer, S. P. R. Galleries, New York; Doctor L. A. Pechstein, dean, college of education, University of Cincinnati, Cincinnati, Ohio; Doctor E. A. Ross, chairman, department of sociology and anthropology, University of Wisconsin; Doctor A. Franklin Shull, professor of zoölogy, University of Michigan; Doctor Sarah M. Sturtevant, associate professor of education, Columbia University, New York; Lorado Taft, sculptor, Chicago; Doctor Maxie N. Woodring, associate professor of education, teachers college, Columbia University, New York.

Previous to the great December educational meetings in California, there occurred at Sacramento, November 24, 25, 26, the joint institutes of the counties of Amador, Eldorado, Sacramento, Sutter, Yuba, and Sacramento City. The fifteen hundred teachers in attendance were treated to a program of great value. Half the time was given to general sessions and the other half was taken up by conference meetings. Attendance at these conferences was made by assignment as the teachers previously, by letter, had expressed a preference as to what conference they wished to attend. The County Superintendents, Mrs. Sabra Greenhalgh of Amador, E. J. Fitzgerald of Eldorado, R. E. Golway of Sacramento, Mrs. Minnie M. Gray of Sutter, Mrs. Agnes Weber Meade of Yuba, and Chas. C. Hughes, Superintendent of Sacramento City Schools, were the presiding officers at the general sessions and kept the meetings at full pitch.

At the first general session Miss Ada York, County Superintendent of San Diego Schools, gave an address on "What Are We Teaching of Living as an Art." Harr Wagner, editor of the Western Journal of Education, gave an intimate talk upon the life and actuating motives of Joaquin Miller. Doctor Joseph Marr Gwinn, Superintendent of San Francisco City Schools, spoke upon the subject of "The Teacher Beyond the Classroom." In the second general session Mrs. J. W. Bingham, bureau manager for P.–T. A. in colleges and universities, discussed "Educational Aspects of the P.–T. A. Movement." Vierling Kersey, State Superintendent of Public Instruction of California, had the interesting topic of "Competitive Interest in Childhood—Educational Experiences." Doctor Edward O. Sisson of Reed College discussed "Will Society Support Education?" The last general session, held in the Sacramento Civic Auditorium was given to Lorado Taft, the eminent Chicago sculptor, who lectured on "Beauty in American Life."

Of outstanding importance to the book companies were facilities offered for display of their new publications. Some twenty companies availed themselves of the opportunity and the corridors of the Sacramento High School showed an excellent display. For the first time in our attendance at an institute we saw the importance of examination of the book exhibits stressed in the official program, and the time so programmed that the teachers could visit the displays. The morning conferences were scheduled from 9 to 11 a.m., instead of the usual 9 a.m. to way over the noon hour.

Among the book companies exhibiting at the Sacramento joint institute were the following: American Book Company, L. E. Armstrong; Ginn & Co., F. A. Rice, Ritchie Smith; Houghton Mifflin Company, J. F. Oliver; Laidlaw Bros., R. E. Laidlaw; Laurel Book Company, F. E. Dunton; J. B. Lippincott Company, Fred W. Bravy; Little, Brown & Co., Rudolph Fjelstedt; Macmillan Company, Lester L. Walker; A. J. Nystrom & Co., M. H. E. Beckley; Rand McNally & Co., Charles W. Beers; Scott, Foresman & Co., A. H. Goddard; Silver, Burdette & Co., E. R. Colvin; World Book Company, Mrs. C. S. Jones; Harr Wagner Publishing Company, W. M. Culp.

H. S. Upjohn, Superintendent of the Los Angeles County Schools, held his annual institute program December 15, 16, 17, in two divisions. The junior college and high school sessions were held in the South Pasadena High School. The ele-

mentary general sessions were held at the Monrovia–Arcadia, Duarte High School auditorium, and the section meetings in the grammar schools located in Monrovia. On the program were many of the Eastern educators, in Southern California for the December meetings.

* * *

THE CONLEY SCHOOL district is centered in the city of Taft. James A. Joyce is District Superintendent. Taft was one of the first big oil-producing centers in California. It still is an important oil center. The wealth of the oil wells has and still is affecting the support that has made the Taft schools outstanding in the South San Joaquin Valley and in the entire United States. Just as up on the Iron Range in Minnesota such towns as Chisholm and Virginia have been able to do wonderful things in education, so it is in Taft. In Minnesota the schoolmen had to build schools to withstand severe winters and six feet of snow; in Taft Mr. Joyce had to build schools to withstand a dry heat that is very trying in a land of little rain.

The building of a school system and of an educational program is not the work of a day or a year or two years. For almost a decade Mr. Joyce has gradually been establishing the Conley School district schools. There are now seven schools and an enrollment of more than two thousand pupils. The Lincoln School is the last word in construction for a school in a hot, dry climate. The walls are of thick concrete and the outside wide corridors give a cooling effect to the inner rooms in midday. A new $100,000 addition to the Roosevelt School gives such modern features as an activity room, a clinic, a library, a sun room, a P.–T. A. room, a combination auditorium and gymnasium, and eleven classrooms. This Roosevelt School is adjacent to a large playground. In Taft the school playgrounds are kept open and supervised all summer, as are also the school libraries. This new addition is so arranged that the library, activity room, and gymnasium with its showers are adjacent to the playground and can be open while the rest of the school is closed.

Mr. Joyce believes that a school system can accomplish the most for the children under its care if there is an opportunity to solve the physical, educational, and emotional problems that confront many school children. The Taft schools afford a complete set-up to solve these problems. Here is one case where money counts. Not many systems of two thousand pupils can have physical education experts, nurses, school physicians, psychologists, and visiting teachers.

There is a complete physical check-up for every child in the school system several times a year. If a physical defect is found that can be corrected by exercise, it is arranged that such exercise should be followed. If such things as teeth or tonsils need attention, the parent is so advised. If the parent cannot pay for the work, the school sees that it is done. The service clubs in Taft are interested in this work and aid the schools in this extra service. For instance, the Rotary Club attends to all eye cases that need attention that the parent cannot afford, and the Kiwanis Club sees that children needing extra nourishment receive it, and so on down the line.

The trained psychologists test the pupils several times a year. Those cases that present too deep difficulties are laid before visiting psychologic clinics for solution. If a pupil does not keep up in his school work, the teacher so reports and the visiting teachers try to find out the reason for such failure. Many times it is the home conditions that make for poor scholarship. Mr. Joyce and his teachers attempt to keep every pupil working to the limit of his or her ability. For this reason, opportunity is afforded in special classes for practically every type of child.

Mr. Joyce has on his staff of assistants the following people to whom he gives the credit for the wonderful work accomplished in the Taft schools: Mrs. Olga Leach, visiting teacher; Hazel Nystrom, visiting teacher; Harold N. Weaver, director of research; Dorothy Boring, director, physical education for girls; M. Edith Callahan, director speech defects; Mrs. Charlsie Johnston, dental hygienist; Hazel McKern, physical edu-

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cation, Lincoln School; Doctor A. R. Moodie, school physician; Nell Turner, school nurse; Claude L. Walsh, director physical education for boys; Joe Weirick, assistant physical education director.

December in Northern California is a month of contrasts. The first rains have started to turn the brown hills green. On Saturdays and Sundays the motor cars in the evening whirl back from the hunting lodges on the Suisun marshes with limits of ducks and geese tied on the outside in the cool air. Heavy fogs on San Francisco Bay turn ferry traffic into a snail's pace and the fog horns are in constant sound. Then come clear bright days of spring softness. And Christmas is in the air.

The Carquinez Bridge looms up the most magnificent piece of structural work in the Western United States, across the muddy waters of Carquinez Straits. The smoke from the huge sugar refineries at Crockett drift across to Vallejo. The ships lie at ease in the dry docks at Mare Island. In the Valley of the Moon the vineyards lie almost bare with few red and yellow leaves left. The oak tree leaves have turned an ashy gray and mushrooms have popped up out of new grass. The Valley of the Moon has the desolateness of winter.

Elmer L. Cave, City Superintendent of the Vallejo Schools, is having a revision of the reading, history, and language courses of study for his city this year. He has appointed the following as committee chairmen: for history, Roxie E. Alexander, principal of the Farragut School; for reading, Annie Pennycook, principal of the Charles F. Curry School; for language, Mrs. Elma M. Creedon, principal of the Roosevelt School.

F. A. Henderson, Superintendent of the Burbank Schools, has moved the administration department of the Burbank schools into the new Administration Building, 245 Magnolia Avenue, Burbank. This administration unit was made by renovating the Luther Burbank School for central office purposes. Three suites are provided for—one for the Superintendent, one for the business office, and one for the various supervisors of the school department. The remaining part of the school was then arranged for handling the Mexican children of the town up through the third grade.

Edward Albert, Assistant Superintendent of the Alameda City Schools, is head of the program committee of the Kiwanis Club of Alameda.

Jerome O. Cross, Superintendent of the Santa Rosa City Schools, has just seen the replacement of the South Park School of Santa Rosa, a fifty-year-old structure, by a modern up-to-date building. An activity curriculum has been worked out for the Santa Rosa schools and the Burbank School is now running in full accordance with that program.

The stock-judging team of the Santa Rosa High School represented California at Kansas City at the last big stock show. One member of the team won the meat judging contest.

An artesian well 230 feet deep on the Santa Rosa High School grounds, recently bored, is flowing at the rate of six thousand gallons of pure water an hour.

Napa has two fine elementary school buildings in the John L. Shearer and the Lincoln schools. Miss Irene Snow is principal of the John L. Shearer School and is also president of the Napa County Board of Education. David J. Henry is principal of the Lincoln School and is recognized as one of the best schoolmen in Napa County.

Charles W. Wiggins, District Superintendent of the Healdsburg Grammar School, is continuing his success in his second year in that position.

O. F. Staton, Superintendent of Sonoma County, and his staff of assistants have just completed the Gates reading tests for the entire county. Tabulation of results are now being made.

Henry Abrams is District Superintendent this year at Saticoy, Ventura County. This is Mr. Abrams' tenth year in school work in California. He taught for several years at Riverview and last year was principal of the Fremont School, San Luis Obispo. Mr. Abrams is a graduate of Nebraska University.

L. H. Hamann was elected this fall to the principalship of the Benicia High School. Mr. Hamann is a graduate of the University of California of the year 1929.

C. A. Marcy, District Superintendent of the Manhattan Schools, is giving two courses in nature study. One is presented to a class at the Los Angeles Evening High School for adults and the other to a group assembled at the Redondo Beach High School.

A kindergarten out of the ordinary is being constructed under the supervision of District Superintendent C. A. Marcy at the Manhattan Beach School. This kindergarten is being erected as a separate unit at a cost of $7700. It is located in a Monterey cypress and eucalyptus grove apart from the rest of the school. The building has one large room and two workroom alcoves. Offices and restrooms are provided. The grounds are to be beautifully landscaped.

A $70,000 bond issue has been passed at Calistoga for a new grammar school building.

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THE CHILDREN'S PETS EXHIBITION

By BELLE L. DICKSON,*
State Teachers College, Arcata, California

An Activity for All Grades

"A CHILD without a pet is like a plant without sunshine."

One of the urgent needs of all childhood is for something to care for and something to love. And this is true of every child whether he lives on a farm in the country or in a city apartment or tenement district.

From a visit to a Children's Pets Exhibition, now held annually in many progressive schools, parents gain a better understanding and appreciation of what owning a pet means to a child.

History of the C. P. E.

Some years ago a small group of men in San Francisco were discussing the Sportsman's Fair, then in progress. It was suggested that in the year following a new department should be added, containing living things owned by children. The plan, as carried out, met with great success and a few years later became a separate event. This is known as the Children's Pets Exhibition and, since its beginning in San Francisco in 1905, has slowly spread over the country and a number of cities are now members of the National C. P. E. The Children's Pets Exhibition, or C. P. E. movement, is sponsored by Doctor Frederick W. D'Evelyn, San Francisco physician, and the Society for the Prevention of Cruelty to Animals, of that city.

Arousing the Interest

The benefits derived from a Children's Pets Exhibition will depend largely upon the degree of interest aroused. As in every unit of work, the teacher must seek to create an intense interest and enthusiasm which will lead the children to engage in related activities of their own choosing. The subject of pets may be initiated by the pupils themselves, by a reading lesson, or by a study of one of Landseer's paintings or Adams' "Four Little Scamps Are We." In the latter case, the question, "Does any one of you have a tiny kitten?" will bring a chorus of affirmative answers and each will be eager to tell about his own.

After some discussion the teacher may say, "I wonder if you would like to bring your kitten to school some day so we may all see it." Some boy will be sure to want to bring his dog and a variety of pets may be available. Instead of announcing a Children's Pets Exhibition, the teacher may proceed somewhat as follows:

Wouldn't it be interesting to bring all our pets the same day? What would we have?

PUPIL: A show.

What else might we call it?

PUPIL: An exhibit.

What kind of an exhibition will it be?

PUPIL: An exhibition of pets.

Whose pets will they be?

PUPIL: Ours.

Yes. All the pets will belong to you boys and girls. What shall we say so as to tell that all the pets belong to you and not to your father or mother or any other grown person?

PUPIL: We could call it a Children's Pets Exhibition.

I'll write that name on the board and tomorrow we will begin to plan for our Children's Pets Exhibition.

The Administration

In those schools where it is held annually, the Children's Pets Exhibition is one of the biggest events of the year. On C. P. E. day, each child brings one or more pets to school. He may bring any kind of pet, provided it is his own and he himself has taken care of it. Among the exhibits have been not only cats, dogs, rabbits, and chickens, but ponies, Japanese silkies, sheep, goats, silver foxes, a raccoon, a calf, fish, and in one instance an alligator! A plant room may well be included, for most plants demand considerable care and attention. Sometimes, too, there is a "hobby" room in which the articles on display are made by the proud exhibitors and give an interesting indication of the outside interests of the various children.

The prizes have no intrinsic value; blue, red, and white ribbons are awarded by the judges, who take into consideration both the evidence of care taken with the pet by its master and the general appearance of the exhibit. Therefore, the young exhibitor is urged to have both his pet and its cage as attractive as possible.

One feature of the C. P. E. enjoyed equally by participants and onlookers is the "pet parade" in which most of the pets, plants, and hobbies are on display. Some are carried, some are hauled in gayly decorated wagons, and still others are led.

Another activity is the "Chum Stunts" program. At this time the children who have been able, through patience and kind treatment, to teach their pets some tricks, proudly exhibit the results of their labor and training. A medal is awarded the winner.

To be successful, any school event must be carefully planned, and the C. P. E. day is no exception. It is well for one person to be in charge and assign certain tasks to various helpers, making sure that each understands his duties.

Some of the details to be attended to are:

1. Arousing a keen interest in pupils at least four weeks ahead.
2. Learning number and kinds of exhibits expected so as to provide for "bench space" in the different rooms.
3. Appointing helpers for the
   a. Parade.
   b. Chum stunts program.
   c. Decorating and driving stakes in the ground for such animals as must remain outdoors, *i. e.*, large dogs, goats, sheep, etc.
   d. One person to take charge of each exhibit (cats, rabbits, birds, goldfish, hobbies, etc., in the different classrooms).
4. Purchasing "ribbons" from printing office. (These may be of heavy colored paper, bearing the inscription "C. P. E." and the date. One hundred will cost about $6.)
5. Making out a schedule of events, *i. e.:*
   8:00– 9:00—arrival of pets.
   11:00–12:00—arrangement of exhibits.
   12:00– 1:00—judging of exhibits.
   1:00—upper grades visit exhibit.
   1:30—lower grades visit exhibit.
   2:15—"pet parade."
   2:45—chum stunt program.
   3:30—removal of exhibits.
6. Making eighth graders responsible for directing visitors, etc.

The best time to hold a Children's Pets Exhibition is during November, for it is then that most animals are at their best. However, when inclement weather or other conditions interfere, it may be held either earlier in the fall, or postponed until spring.

Educational Values

The Children's Pets Exhibition, as a unit of work, has unlimited possibilities. It is suited to all ages and may be held by a single room or by the entire school. It develops a feeling of coöperation and community spirit, for is not the whole school working toward the same end? The English, reading, spelling, geography, arithmetic, music, and art, as well as nature study, may be correlated for several weeks. The art has a particularly important contribution, as each child, even the little first grader, is responsible for the planning and making of a "pet poster" and originality and neatness are at a premium. In the construction of cages, again comes a felt need for care and exact measurement.

There are countless activities which may be carried on in connection with a Children's Pets Exhibition. Some are listed below:

1. Special edition of a school paper.
2. Original stories of pets.
3. Original poems.
4. Planning an original dramatization.

*Miss Dickson has recently written a book entitled "Plans and Activities for the Primary Grades" that will be published by the Harr Wagner Publishing Company in January. Price $1.50. This book will be of great value to the primary teacher.

5. Making up riddles.
6. Composing a dialogue.
7. Making an original C.P.E. song.
8. Picture study, *i. e.*, "Saved," by Landseer.
9. Posing of pictures, *i. e.*, "The Melon Eaters," by Murillo.
10. Making a bibliography of songs, poems, and stories about animals.
11. Planning and giving a puppet show, *i. e.*, "The Bremen Band" or "Who Stole the Bird's Nest?"
12. Reading and reporting on the life of Sir Edwin Landseer, Rosa Bonheur, etc.
13. Collecting and mounting pictures of animals.
14. Planning and making poster.
15. Forming a parade.
16. Chum stunts program.
17. Forming a Chum Stunts Club.
18. Reading about dog heroes.
19. Learning best ways to care for our pets.
20. Using an outline map to show original home of different animals.
21. Illustrating story read, *i. e.*, "The Gingerbread Boy" or "A Dog of Flanders."
22. Drawing or modeling a circus.
23. Listening to victrola records, *i. e.*, of "A Tailor and a Bear."
24. Dramatizing music.
25. Drawing animals.
26. Looking up the history of our domesticated animals.
27. Making a class book of pet stories.
28. Taking and mounting snapshots of our pets.
29. Caring for pet at school.
30. Holding a "Pet Assembly."
31. Writing the history of our pets.
32. Cutting or tearing Mother Goose's pets.
33. Study of the rubber plant.
34. Learning to care for and arrange flowers.
35. Building a model farmyard.
36. Reading about animals used for transportation in different parts of the world.
37. Decorating wagons and tricycles for the parade.
38. Verse contest among the mothers.
39. Teaching an animal to perform.
40. Dramatizing the walk of animals, *i. e.*, the bear, elephant, pony, etc.
41. Writing an invitation to parents.

Conclusion

In conclusion, the C.P.E. is worth while educationally because it presents so many opportunities for the developing and practicing of valuable attitudes and habits of citizenship. These desirable outcomes include the following:

1. A sense of deep personal responsibility for the care of some pet or plant.
2. An increased love for all animals.
3. A desire to see all animals treated kindly and with intelligence.
4. A greater ability to coöperate with members of his own and other groups in workings toward a common goal.
5. An appreciation of the value of neatness, exact workmanship, and originality.
6. A deeper interest in all plants and animal life, which may in some cases result in a worth-while hobby and thus provide an enjoyable activity for leisure hours.

The death of Miss Orrell Freeman, vice principal and dean of girls of the John Muir Junior High School, Burbank, who died November 6, was a great blow to those with whom she had been in contact in the Burbank School system. Miss Freeman for eight years has been connected with the schools of Burbank as teacher and vice principal and dean of girls. Her specialty was social science and she had won a place as an expert in her field, and as dean of girls was a great favorite with those whom she counseled. Miss Freeman was a graduate of the University of Nebraska.

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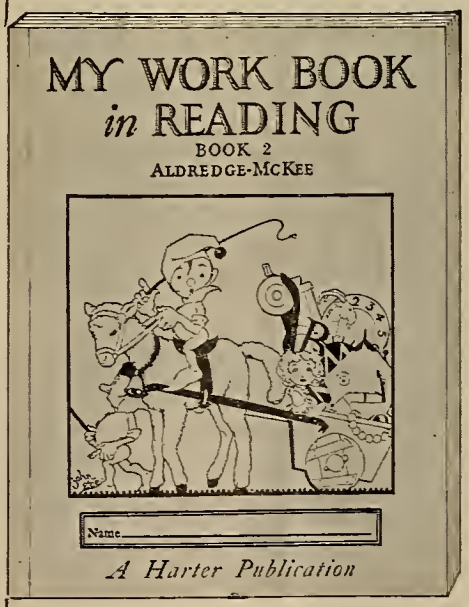

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VOL. XXXVI DECEMBER, 1930 No. 12

NEWS AND COMMENTS

PEACE ON EARTH, good will to men.

CHRISTMAS always brings happiness to a majority of the Christian people of the world, because of the spirit of giving—not the spirit of getting.

WE LOOK FORWARD to 1931, knowing that if times grow harder happiness, not unhappiness, will result to the majority of the people. It is not success in a big way but contentment that brings real happiness.

THE WEEK of December 15 is the real educational period of the year in California. The meetings at Santa Cruz, Fresno, San Francisco, Los Angeles, and vicinity are always noted for the wonderful professional spirit of the teachers and speakers.

DETROIT will name one of its new schools after A. E. Winship, editor of the *Journal of Education*. This is a fine testimonial to the great torchbearer of education. Like a winged messenger, he has delivered his cheerful and philosophical words in all parts of the country and has given an interesting interpretation of the personality of our leading school administrators.

SUPERINTENDENT WALTER BACHRODT of San Jose has been gathering data on the state publication of textbooks. He is making a very thorough investigation. The time has come for action. After all, the important question is not the state printing of textbooks, state uniformity, or cost of books, but it is the state's business to see that the student gets the books that will best contribute to his development. The content of the book is of outstanding importance. When all the children of the state are tested and are found to be standardized in mental and physical ability, then uniform textbooks published by the state or nation may be advisable; but standardization of children will not be accomplished in this generation or the next, and when it does come, if it ever does, manufacturing of school textbooks may be desirable. But even in that distant day it needs no prophet to declare that the mother and father will be saying, "Our child is so different, so individual."

LORADO TAFT, the noted sculptor, friend of Hamlin Garland, Joaquin Miller, and other literary men of the past and present, lectured before the C.T.A. at Sacramento, Los Angeles, and elsewhere, during the past month.

THE C.T.A. CONVENTION of Northern California met at Sacramento November 24, 25, and 26. The convention consisted of the teachers from Sutter, Yuba, Eldorado, and Amador counties, and from Sacramento, city and county. Ada York, Superintendent of San Diego County; J. M. Gwinn, City Superintendent of San Francisco; Edward Sisson; Harr Wagner, and others were on the general program. The feature of the convention was the Round Table conference. The book exhibits were especially emphasized. Superintendents Hughes and Golway, Assistant Superintendent Overturf, and others deserve credit for the highly efficient way the program was arranged and carried out. Arthur Chamberlain, editor of the *Overland Monthly* and organizer of the Pacific Area Foundation, has been given high praise, recently, by the Commonwealth Club, Redfern Mason in the San Francisco *Examiner*, and the Sequoia Club for his activities along the line of establishing a permanent organization to promote and preserve that which is best in our natural environment, our literary landmarks, our artistic and ethical culture values.

THE LEGISLATION PROGRAM of the C.T.A. has been carefully outlined in the December issue of the C.T.A. by the executive secretary, Roy Cloud. Such a program may not mean much to a casual reader, but it represents a tremendous amount of careful working out of details and a knowledge of school organization, from the smallest unit to the largest city organization. Some job! It has been well done and placed in permanent form in the *Sierra Educational News*. It gives everyone an opportunity of having first-hand knowledge of proposed legislation.

FRANK MILLER, master of the Mission Inn and one of the very few men whose personalities, literary ability, and appreciation of art make him an outstanding figure in the life of California of this generation, had, as his special guests, the Southern California newspaper editors at dinner on Wednesday evening, December 10, at the seventh session of the Institute of International Relations. Doctor Henry F. Graday of the University of California was the guest speaker.

DOCTOR M. E. HERRIOTT, Board of Education, Los Angeles, delivered a series of lectures for the University of Southern California during the present month.

A FEW YEARS AGO some man, who did not have the ability or energy to write a school textbook, secured the passage of a law in California that it was illegal for a teacher to derive any financial benefit, through royalty, from the school system with which the author was connected. Royalty is almost the same as a medal for distinguished service which is not good at a grocery store as cash but has its value. Boards of Education should reward the services of a teacher who has the ability to contribute to the fine art of textbook making. Like poetry, it's a gift of the gods and is not acquired like the multiplication table.

William J. O'Shea, Superintendent of the schools of New York City, recently defended the practice under which books used in the city school system are written to a large extent by members of the system itself. He said he believed the "best people to write school books for use in New York City schools are the people who know the situation here." A published list of textbooks written by members of the school system showed that books written by seventy officials or teachers were in use in the city schools. Doctor O'Shea said the practice was entirely within the provisions of the city charter, Section 1089 of which provides that school officials and teachers may write books for use in the schools. This is an exemption from the general provision that no city official may sell anything in which he is interested to the city.

'TIS EDUCATION forms the common mind;
Just as the twig is bent the tree's inclined.—*Pope.*

A good reader summons the mighty dead from their tombs and makes them speak to us.

Self-trust is the essence of heroism.

EDUCATIONAL COMMENT

By Herbert F. Clark,
Assistant Director Vocational Education, Los Angeles

Armistice Day—Another Armistice Day has come and gone and the painful memory of those terrible days and years were revived.

Throughout this state and nation, indeed throughout the world, pledges were given toward endeavors for perpetual peace.

May the God of nations hear the plea!

Taxation Reform—California Real Estate Association, the State Taxpayers Association, and other organizations are working toward and for a thorough overhauling of the taxation program of the state.

It may well behoove the educational leaders of the state to tie in with these organizations in order that they may have some actual voice in the development of such a program.

Tenure and Retirement—Tenure and retirement for teachers seem to be the dominating issues among the public educational forces of the state.

Both issues are important and should receive not only recognition but definite action at the hands of the next legislature. Only those teachers can serve children best who feel a sense of security in the position they hold, and a freedom from the fear of want in their declining years. Teaching is not and never should become a dollar-chasing job, and adequate tenure and retirement conditions will go far toward making teachers feel at home in the schoolroom.

The Southwestern Classroom Teacher

That classroom teachers are gaining headway in their movement for self-improvement and greater recognition is evidenced by the advent of a new publication entitled the *Southwestern Classroom Teacher*. According to the official page, this journal is to be the organ of the Classroom Teachers Federation and is published biweekly at Los Angeles by the Southwestern Classroom Teachers Associates, Ltd. Its board of editors consists of Hugh M. Gilmore, managing editor, with such distinguished men as Doctor Frank C. Touton, vice president, professor of educational research and service and director of educational program, University of Southern California, and Honorable Vierling Kersey, Superintendent of Public Instruction and director of education, State of California, as consulting editors.

If the management and sponsors realize the ideals set forth in their creed, as expressed in the November 6 issue, then indeed will their publication and efforts be justified. Here it is:

Our Creed

"We hold that the interests of the children are of paramount importance in education—the real end and aim of the institution; that the classroom teacher is the other indispensable element in the situation; that other factors are necessary and justifiable only when and to the degree that they contribute essentially to the efficiency and effectiveness of the teacher in her ministering to the interests and welfare of the children; that the high requirements now made of teachers, professionally and otherwise, constitute them as educational experts, and that they should be recognized and accepted as such and their judgment sought; that any element, factor, or situation which tends to destroy the teacher's morale, restrict her in her legitimate educational efforts, operate against her well-being, and thus lessen her efficiency is a menace to education and to the rights and interests of the children.

"Accordingly, recognizing that the rights and interests of the children are the ultimate end of education, and that the classroom teacher is the instrumentality through which it must be realized, education becomes a great coöperative endeavor in which teamwork and coördinated effort should prevail.

"Therefore, seeking to serve as an upbuilding and constructive force in the field of education, we offer opportunity for the full and free discussion of such elements and questions as affect the educational situation, to the end that the latter may be improved. We solicit literary contributions and support upon this basis."

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County Library Organizer, California State Library

Second District Meeting

THE SECOND DISTRICT of the California Library Association was fortunate in having a perfect day for its meeting on November 1. The Sequoia Union High School as the setting for the meeting was ideal, having a fine meeting room, a cafeteria where the luncheon was served, and much talent to make the meeting a pleasurable one. Miss Wilhelmina Harper, librarian of the Redwood City Public Library and president of the district, in opening the morning meeting called on Mrs. A. S. Kalenborn, president of the board of library trustees, to give the greeting. Mrs. Kalenborn did this with so much sincerity and charm that the audience felt very welcome and also had the feeling that Miss Harper was very fortunate in having as head of her library trustees one who was so sympathetic toward the work.

Miss Mabel Gillis, state librarian, gave a talk on California's work with the blind, sketching the history of the movement slightly and stressing particularly present developments.

Miss Mary Barmby, president of the California Library Association, in her delightful way, told of the objects of the association this year and announced that the annual meeting of the association would be held at Del Monte early in April.

"Here and There and Now and Then" was the intriguing title of Miss Anne Hadden's paper. Miss Hadden was county librarian of Monterey County for many years and is now librarian of the Palo Alto Public Library. Her paper covered some of the high lights of the history of library progress in California, and since a great deal of what she told was from personal experience, it was doubly interesting. She ended her talk with a beautiful tribute to James L. Gillis, state librarian from 1899 to 1917.

In introducing Mrs. Constance Mitchell, head of the juvenile department of the Sather Gate Book Shop, Berkeley, to tell a story, Miss Harper referred to the fact that she herself had been a children's librarian and had a great interest in that phase of library work. Mrs. Mitchell told a story that was interesting to adults, "A Chinese Tale," by Lawrence Houseman.

During the noon hour a fine luncheon was served in the high school cafeteria while the high school orchestra played delightfully. At the close of the luncheon Mrs. Hugh Brown of Palo Alto, a dramatic reader of great ability and magnetism, gave some selections from modern women poets. She delighted her audience for three-quarters of an hour with selections from Amy Lowell, Edna St. Vincent Millay, and Marjorie Strode.

When the afternoon session convened, it was found that there were many more treats in store for the visitors. Doctor Yamato Ishihashi, associate professor of Japanese history and government at Stanford University, had very graciously consented to talk to the librarians on the subject of Pacific International Relations. Doctor Ishihashi is in great demand as a speaker and cannot accept all the engagements that are pressed upon him. However, he said that he wanted to talk to a group of librarians, feeling that they were in a strategic position to spread sane and authentic information on the Pacific situation. His talk was full of information clearly and interestingly given and the audience would gladly have had him continue much longer than he did. Doctor Margery Bailey, also of Stanford University where she is assistant professor of English, contributed a most delightful number to the program under the title, "Folk Songs of Various Countries." Doctor Bailey gave a running comment on folk songs while she sang examples of those from various countries. Doctor Bailey sings without accompaniment and her talk is full of humor as well as worthwhile information. The members of the second district felt that they were fortunate indeed to hear her. The librarians were interested also in the fact that she is a sister of Anne Bell Bailey, librarian of Tehama County. Vaughan MacCaughey, editor of the *Sierra Educational News,* ended the afternoon program with a talk on relations between the library and the public school. Mr. MacCaughey felt strongly that the libraries should make every effort to keep abreast with the progress being made in school work in the state and urged that they attempt vigorously to secure higher salaries and larger appropriations to attract the best talent to the profession and to be able to do the work expected of them.

The plans for the day included an automobile trip around Redwood City, Palo Alto, and Stanford University, as a courtesy from the Redwood City Woman's Club and the Chamber of Commerce. As a further evidence of the interest of the people of the community in this meeting, the auditorium and the dining-room were filled with gorgeous chrysanthemums, which had been given by M. Watanabe of Redwood City. Miss Harper was fortunate in having Miss Aimee M. Peters of the Palo Alto Public Library as a capable chairman in charge of arrangements, and, as hospitality chairman, Miss Clara B. Dills, county librarian of San Mateo County, who greeted everyone in a most cordial manner and later received at the county library those who could avail themselves of the invitation to visit there before returning to their homes.

During the business session of the district at which Miss Ellen Frink, secretary, presided, Miss Clara B. Dills was elected nominator and Miss Frink alternate to serve at the annual meeting. The report of the redistricting committee was presented by Miss Susan T. Smith, librarian of the Berkeley Public Library, and the second district voted that it would be glad to combine with the third district, a plan that had been suggested by the previous redistricting committee.

As the visiting librarians left Redwood City, they were a unit in declaring that it was a most excellent meeting, carried out delightfully in every way.

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Book Week in Kern County

[Editor's Note: The excellent after effects of Book Week are shown by this most helpful article written by Mrs. Julia G. Babcock, librarian, Kern County Free Library.]

The plant which fruited in Book Week began to put out its roots last summer in the vacation reading plan sponsored by the children's librarian. Boys and girls all over the county started on a travel tour to any country which they desired to visit. Each traveler applied for a passport, and where possible sent in two small photographs, and secured the official visa. Journeys were made to all parts of the known world; to Italy and Greece, to Spain, France, Holland, Norway and Sweden, to the British Isles, to India, China and Japan, and to all parts of our own land.

Enterprising travelers who wished to enter for a prize at the end of the journey dressed dolls in the costume of the country visited. The prize was won by a little girl who, under her mother's direction, dressed a London doll in the costume typical of Norway, her mother's native land. All the careful stitches were taken by the little traveler herself, and her playmates soon learned to inquire when calling for her, "Is Jean working on her doll's clothes?" For if she were, they would wait until she finished some garment before she joined them in her playhouse or at their sports. Incidentally, some of her mother's lingerie disappeared to be found later constructed into similar apparel of diminutive size.

Each traveler read at least eight books on the country or countries visited, and a "diploma" was delivered at the end of the summer's journeyings to each returning traveler at some suitable public exercises, to mark with a flourish the finish of an important event. For those who read more than the required number of books, a gold seal stamped with the County Library sign was added to one corner of the diploma.

And so, after school began, one of the schools because specially interested in a project of passenger transportation, and the teacher of a sixth grade borrowed all the books the children's librarian could furnish on modes of travel. The books thus used were: - Adams, Peter—"Clipper Ships," "Cork Ships," and "Racing Ships" by the same author; Fox, F. C.—"How the World Rides"; Grant, Gordon—"The Story of the Ship"; Gimmage, Peter—"Picture Book of Ships"; Hader, Berts—"Picture Book of Travel"; Jones, Paul—"Alphabet of Aviation"; Meigs, C. L.—"The Wonderful Locomotive"; Van Metre, T. W.—"Trains, Tracks, and Travel," and other similar titles.

These boys and girls made, decorated, and displayed at the boys and girls' library during Book Week, every sort of conveyance from a dugout canoe with a paddle to an airplane. There was a viking ship with gayly painted oars and big round shields on the sides to protect the rowers from enemies' darts, a Roman sailing vessel with red sails, on one of which was painted the Roman cross, and this was equipped with carefully knotted rope ladders. Close by floated a Chinese junk with striped sails, accompanied by fellow junks, while near at hand in friendly aspect was anchored a Spanish galleon. A racing yacht with flying sails awaited the signal to start upon an exciting voyage, while the good ship *Hawthorne,* named for the school which produced it, crowned all the sea-faring models, and bore at each porthole the pictured face of one of its makers, all aboard ready to start on a trip around the world.

On land there was a Dutch cart equipped for service of goats' milk to its customers. A one-wheeled Chinese cart kept silent company beside it, for it, too, was on labor bent, together with a Mexican peasant cart and a brightly decorated Venetian handcart. A Hungarian cart with solid wooden wheels and basket-woven top stood ready to start on its laborious way with small danger of traffic accident, while in stately aloofness stood a beautifully modeled Colonial stage coach, resplendent in golden yellow and black, waiting for prancing horses to be attached and its passengers to bestow themselves comfortably together with their carpetbags and bandboxes.

Story hours, ever old but ever new, were held at the boys and girls' library and at many of the larger branches where there are attractive children's rooms. At Shafter and McFarland branches the stories were told by local teachers who cheerfully volunteered their services. At Richland School, the children's librarian told the stories in the school auditorium. On another day she went out to Arvin where the branch is pleasantly located in a bungalow, where the former dining-room makes a delightful children's department and the window seat amply accommodates several children; a long table holds many picture books, and the sideboard makes an ideal place for children's reference books, while the sides of the room are lined with shelves well-filled with books for boys and girls of all ages. Across the street is the big school, and the children of the third, fourth, and fifth grades came over by classes, the boys gallantly sitting on the clean, polished floor and leaving the chairs for the girls to occupy, as the librarian told stories to group after group.

Meanwhile the county librarian was addressing P.-T.A. groups on different days, and talking about "More books in the home." She emphasized the need of some sort of literary background in every home if children are to have the proper environment for scholarship. She discussed various encyclopedias according to the possible needs of the family. There should also be in every home a good up-to-date dictionary, and certainly some of the standard authors and always as many carefully chosen books for children as possible. She mentioned seeing mothers in bookstores selecting books for themselves, and curtly refusing the pleadings of the little child with them for some attractive picture book for its own entertainment.

On the West Side where the Taft librarian is also supervisor of the neighboring branches, a meeting of custodians was held at Maricopa, attended also by the county librarian and the head cataloguer, who addressed them ably on the various Nobel prizes offered and on Sinclair Lewis, the first American to receive the prize for literature.

Story hours were held at Taft, Maricopa, and McKittrick, where the assistant at Taft told the stories of Pinocchio, of Ali Baba and the forty thieves, and other tales beloved of children to groups of from twenty to sixty boys and girls.

At Delano, the librarian had a display of books for boys and girls and held a story hour and also reviewed some of the recent books for adults to groups of grown-ups as they came in at different times during the afternoon. A display of posters made by the boys and girls was exhibited at the library and the Woman's Club offered a prize for the best work.

The librarian of the Baker Street branch had posters and collections of books at three of the stores, a Book Week slide was run at one of the theaters, and a story hour was held after school on Wednesday for an appreciative audience of children.

All of these activities and many others throughout the county, while not startlingly novel, yet served to make of Book Week a happy time for the boys and girls, and possibly helped some adults to forget their cares for a brief hour of recreation among books.

* * *

Miss Marjorie Kobler has been appointed librarian of the San Diego County Free Library to succeed Miss Eleanor Hitt who resigned to accept the appointment as assistant librarian of the California State Library, effective on December 15.

Miss Kobler has been on the staff of the San Diego County Library since 1914, with experience in all phases of the work. Of recent years she has been head of the school library department. Her appointment is a

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very pleasing one because she is familiar with all phases of county library service, and as a resident of San Diego understands local needs.

ON NOVEMBER 6, forty-six students in the school of librarianship, University of California, were taken by Miss Mary Barmby on an auto trip around Alameda County to see the different types of branches served by the Alameda County Free Library. The trip is an annual event planned by Miss Barmby to supplement a course of fifteen lectures given to the students by her and Mrs. Henshall on county library administration and law.

THE HEADQUARTERS of the San Benito County Free Library have been moved from the courthouse to rooms in the Legion Memorial Building.

THE BOOK WEEK feature of the Sacramento Business and Professional Women's Club for its first meeting in November was a playlet by ten children from Miss Evalan Earle's school of dancing under the guidance of Miss Grace Taylor, assistant librarian, and Miss Katharine Clancy, children's librarian of the Sacramento City Library. The children were enthusiastically applauded by a delighted audience.

Miss Beulah Mumm, head of the reference department of the State Library, is chairman of the entertainment committee of the club and is giving the members most delightful and informative programs.

THE NOVEMBER 20, 1930, issue of the San Jose High School *Herald* devoted considerable space to topics concerning books and contained an interesting editorial on Book Week.

THE TWELFTH ANNUAL Children's Book Week was observed from November 17 to 22, 1930, by the Palo Alto Public Library. An exhibit of especially attractive juvenile books was displayed in the art gallery from Monday to Thursday. On Friday and Saturday afternoons the exhibit was shown in the Mayfield branch of the Palo Alto Public Library.

Thursday evening, November 20, was set aside as a special evening for parents. Tuesday evening, November 18, was set aside for teachers.

THE BEAUTY LOVER'S CREED

I BELIEVE in beauty as the manifestation of triumphant life.

I believe in looking for beauty everywhere: watching for it, searching for it in the great and in the small, in the unusual and in the commonplace things of this wonderful world.

I believe in working for beauty always; planning for it, trying for it in the making of all that has to be made, and in the doing of all that has to be done.

I believe in living the beauty-ful life; a life in right relation to the lives of others and in harmony with the eternally unfolding life of God.—*Henry Turner Bailey.*

BREAKING IT GENTLY

A CUSTOMER sat down to table in a smart restaurant and tied his serviette round his neck. The manager, scandalized, called a boy and said to him:

"Try to make him understand as tactfully as possible that that's not done."

Boy (seriously to customer)—A shave or haircut, sir?

SCHOOL LIBRARY SERVICE

THE GROWING IMPORTANCE of the elementary school library is being recognized by modern educators and is giving rise to considerable thought. Miss Lucile Fargo's book, "The Program for Elementary School Library Service," is a real contribution to the literature in this new field. It is clear in style, and the author handles the subject with skill and sureness. Each chapter has a helpful outline at the beginning and a comprehensive bibliography at the end.

In Chapter I the author states the aim of the book as an attempt to "criticize, analyze, and evaluate library practices in terms of curriculum enrichment and relationship to the modern school program in its entirety." She achieves this ambitious objective by presenting an enormous body of factual material and subjecting it to the acid test of common sense. Four case examples of library situations ranging from a village to a city of 300,000 are outlined and discussed.

The history of the elementary school library movement is presented in a way which gives due recognition to the contributing factors. Once children's reading needs were scarcely realized; next, children were given a corner of the adult room of the public library, and then their own reading room; later were developed the traveling classroom library and the modern school library. During this time a new type of juvenile literature was evolved in which the subject matter was chosen according to the child's interest rather than the point of view of the adult.

The elementary library idea is really a result of the educational revolution as precipitated by John Dewey, for a new curriculum and a new school were brought into being to conform with the four underlying principles of his philosophy. In such a school the library is an indispensable unit, offering, as it does, experience which makes for child growth and the emancipation of both child and teacher from textbook slavery.

A wealth of most important material is made easily accessible in the appendices. There are specifications for housing and equipping the elementary library, together with facts worth knowing about its location; the number and size of its rooms; specifications for shelves, floor covering, storage space, and standard essential furniture, with directions for arrangement. Then there is a study outline for determining the local program, the objectives, and administrative principles with a plan of procedure involving a detailed survey for obtaining facts about the existing local school situation and methods for forming "conclusions concerning administration." A "local program" is set up for elementary school library service to be accomplished in three to five years. Sample contract forms are shown, and at the end of the book there is a very complete bibliography of books and pamphlets useful to elementary school librarians and administrators.

Miss Fargo states that the fine flavor of genuine library work, though distinctly educational, has been "more social and cultural, more individual and voluntary than the classroom," and great care should be taken to keep it from losing this fine flavor. To keep the school library on friendly terms with the public library, to keep it from becoming too pedagogical, and to develop library-mindedness throughout the school is a worthwhile educational goal. Her study of elementary libraries is one that should be in the hands of school architects, teacher-librarians, professional librarians, principals, superintendents, board of education members—in fact, in the hands of everyone who has an interest in libraries from the administrative point of view.

Reviewed by HELEN F. ESTILL,
Fairfax High School Librarian, Los Angeles, California.

MISS LUCILE FARGO'S new book, "The Program for Elementary School Library Service," is good reading and easy to read. Coming, as it has, out of the conditions disclosed at the 1927 conference which was sponsored by the American Library Association and the National Library Association at the University of Washington, it offers descriptions of existing situations so organized that they may be utilized in practical applications.

The traditional school library with its indifferent furnishings and housing, unorganized collection of books, and "library custodian" is well presented and even a layman can hardly fail to recognize the library of his early school experiences. Its shortcomings are most apparent, especially in contrast with the other types of school library described later.

The second type of school library, Miss Fargo calls "The Reading Laboratory." The fact that this is an expansion of classroom activities, a definitely educational unit in a most restricted sense, is a matter of great emphasis. The feeling of loss of opportunity for both "library teacher" and student through absence of true library freedom permeates this section of the book and ought to be very illuminating to a number of educators.

"The Unlimited Service Library" is the third type of school library discussed. Here we find described a children's library fully equipped both as to materials and personnel —the children's librarian equivalent of "the happy hunting ground." No detail appears to have been overlooked and the whole chapter shows a degree of study and understanding rarely met with. The summary and conclusions should prove of exceptional value to all seeking guidance in this field.

Public library service to schools in its several aspects is covered very fully. One is amazed at the variety and scope of the activities here disclosed. One can hardly fail to be impressed with this exemplification of the "library spirit." School people may find here much opportunity to improve their technique in dealing with the adjustment problems now confronting them. If Miss Fargo may appear to present her material from a librarian's rather than an educator's viewpoint, the value of her work to the latter loses nothing thereby.

Reviewed by MARY F. MOONEY,
Supervisor Textbook and Libraries, San Francisco Public Schools.

A COUNTRY'S greatest resource is the untrained talent of its rising generation. To search this out and give it full opportunity is surely a good philosophy for a democracy. Whether we represent the endowed or the publicly supported institutions, there rests on all alike the imperative obligation to exercise to the uttermost such creative imagination, such wisdom and energy and devotion as we can command to meet the bewildering educational needs of our time and people.—*James R. Angell.*

A BOY is better unborn than untaught.—*Gascoigne.*

BOOK REVIEWS

Remedial Lessons in Spelling, by Norman H. Hall, for junior and senior high schools. Published by Hall & McCreary Company. Price 50 cents. This book is offered as a remedy for curing the defects in spelling which are so prevalent among advanced students. In addition to providing a list of the troublesome words which should be mastered because of their frequent use in writing, this book furnishes unique and helpful spelling aids and suggestions and a series of remedial reviews. These spelling aids present the difficulties of spelling in such an interesting way that they are a great help to spelling mastery.

Music Appreciation for the Junior High School, a series of progressive lessons in listening, by Mabelle Glenn and Margaret Lowry, teachers' manual to accompany "Music Notes," Book Four and Book Five. Price 71 cents. Published by Silver, Burdett & Co., Newark, N. J. "Music Notes," Book Four, price 32 cents; Book Five, 40 cents. Miss Glenn and Miss Lowry, in the following paragraph, throw a new light on how to teach the appreciation and beauty of music:

"With what joy we look back on our first conscious awakening to the wonder of music! For one it may have come through the exquisite beauty of a Schubert melody; for another through the gorgeous colors of a Tschaikowsky symphony. All our past musical experience seemed to take on new significance, as if a veil had been drawn aside, revealing an inner meaning. With this awakening as a guide we are continually finding in music 'those moments when the soul is dilated and the universe enlarged.'

"When and how the awakening comes to each individual, no one can say, but one thing is certain—only as we keep our teaching always at the high point of inspiration can we hope that it will come to our students. Organization in modern education is a popular but dangerous tool. In our desire to organize subject matter in neat, logical units, we may organize out of the thrill and spirit of adventure, which are the essence of true education. The unimaginative teacher finds a certain satisfaction in the orderly precision of a unit course. However, the purpose of school is participation in life experiences, and life is not arranged on a unit plan.

"The old-time question and answer recitation is being replaced by a free interchange of thought. The teacher is not the center of every discussion but is only an adult member of the group who, by occasional questions, partially directs the pupils' thinking. Their music experience in school should aid them in developing judgment, taste, and independence in musical thinking, and above all a sensitiveness to beauty."

English Composition, by McKitrick and West, published by American Book Company. This book crystallizes the author's successful experience in blending the necessity of mechanical correctness in writing and speaking with the virtue of creative expression in the different fields of composition. This book furnishes the pupil first, a comprehensive background to enable him through correct usage to increase his ability to get a living, and, second, practical and inspirational suggestions to enable him through effective expression to enjoy living more thoroughly.

Assembly and Auditorium Activities, by McKown, published by Macmillan company, New York. Price $2.50. The author presents this book with the hope that it will assist, by concrete and definite material, administrators, teachers, and students who are interested in and responsible for assembly programs. Its emphasis is upon practical material, and only basic theories are included. The programs and program material are appropriate for all kinds and sizes of schools and all grades within these schools. And while a great deal of it concerns the upper grades and the high school, yet much of it is suitable for the lower grades. The material of this book came from many sources: analyses of school newspapers, magazines, and year books; reports of researches by university students; correspondence; conferences; and school programs.

Our United States, a History, by W. B. Guitteau, author of "Government and Politics in the United States," "Preparing for Citizenship," etc. Published by Silver, Burdett & Co., New Jersey. Price $1.68. The contents are divided into eight parts, as follows: Discovery and Exploration — 1492–1607; Colonization of the New World—1607–1763; The American Revolution—1763–1783; The New Republic—1783–1812; The Rise of American Nationality — 1812–1840; Slavery and the West—1840–1860; Division and Reunion—1860–1898; The United States as a World Power—1898–1930. Six hundred and twenty-six pages and an appendix of forty-two pages. Forty-four reference maps.

The New Pioneers, by Mary H. Wade. Published by Little, Brown & Co. Many beautiful photographs. This book contains short biographies of Thomas Alva Edison, Theodore Roosevelt, George Washington Goethals, Herbert Clark Hoover, Henry Ford, Richard Evelyn Byrd, and Luther Burbank—the conspicuous personages who we like to think typify the new pioneers. They are men who have more recently blazed new trails in the air, in natural science, in humanitarianism, in the field of politics, in mass production, in engineering and electrical sciences—men who not only have contributed greatly to the economic welfare and the spiritual well-being of their own country but have benefited the human race the world over. A book every child should have in his library.

Tambalo and other stories of far lands, by Lide and Alison. Published by Beckley–Cardy Company, Chicago, Ill. Price 70 cents. A beautiful storybook for the third and fourth grade child, with actual photographs taken in Ceylon and other far-off lands.

Children of Our Wilds, by Lou Villinger, a teacher in the primary grades, Oakland, Cal. Published by Beckley–Cardy Company, Chicago, Ill. Price 75 cents. The author tells us that the stories are true and that some of the animals she knew herself, while others were told her by friends. They show that the author has studied animal life very carefully.

Fairy Tales of Modern Greece, by Georgia Harter MacPherson and Theodore P. Granakoulis. Published by E. P. Dutton & Co., New York. This is an attractive book beautifully illustrated. The fairy tales are told in such a fascinating style that while the book is advertised for children from eight to fourteen, it is just as interesting for children from fifty to eighty. Mr. Granakoulis is a young Greek, a student in New York, and Miss MacPherson is a gifted young woman, professor of French in Wittenburg College, Springfield, Ohio. She has caught the quaint spirit of the myths of modern Greece, and has told the stories in a most charming manner.

Tales From Story-Town, by Mina Pearl Ashton. Published by Beckley–Cardy Company, Chicago, Ill. Price 70 cents. A darling storybook for a second grade child.

Claude C. Crawford, professor of education in the University of Southern California, Los Angeles, has published a series of very valuable books. "Studying the Major Subjects" is a book of 384 pages. Price $2. It is designed as a textbook for how-to-study courses. The chapters on literature, biology, history, and other social studies are especially interesting.

Learning a New Language, by Crawford and Leitzell of the Horace Mann School, Los Angeles. Published by Crawford. Price $2. This is a valuable textbook. It should be in the hands of every teacher and student of foreign languages. It has so many sensible up-to-date suggestions that it cannot fail to be of value.

NOTES

E. B. Shoesmith, District Superintendent of the Tracy Grammar Schools, has under construction a two-story building that is a combination shop and health unit. The building of steel and brick construction is being built out of the current budget at a cost of $7599. The first floor of this new unit will contain the woodworking and paint shop. The second floor will contain a lunch and health room for underweights. There is a glassed-in sunroom next to the gymnasium for the use of gymnasium classes. The three Tracy grammar schools have the following principals this year. Wendell R. Hoar is principal of the West Park School; Miss Elsie Salcido continues in charge of the Central School; and the South Park School is headed by Miss Neva Millison. Over nine hundred are in attendance at the Tracy grammar schools.

A. F. Bassett, District Superintendent of the Fowler Grammar Schools, is constructing a work book to follow a course on old world backgrounds, for the sixth year.

The Newman grammar schools in charge of S. W. McConnell have enrolled 364 pupils this year.

The San Marino grammar school district under Superintendent Elmer C. Neher is in the midst of a new building program. At the Henry E. Huntington School, a combined manual training, domestic science, and gymnasium is being constructed at a cost of $45,000. The domestic science arrangements are very complete with separate rooms for sewing, fitting, cooking, and serving. The gymnasium has a regulation basketball playing floor, showers, and restrooms for those needing to have rest periods during the school day.

A second building is being erected as a library building away from the main units. This structure is costing $13,000. It is designed so that in two or three years it can be

changed into the administration offices. The library is attractively placed in the shade of avocado trees. It has an adult reading-room, a children's reading-room, and a workroom. The Los Angeles County Free Library under Miss Helen E. Vogelsang has charge of running this library and of equipping it with books.

"A WORK BOOK for Principals and Supervisors in Elementary Schools," by Robert H. Lane, Assistant Superintendent of Los Angeles City Schools, has been adopted and purchased for every principal in the San Francisco city system.

RICHARD A. LEE, principal of the Lincoln Union High School, this summer designed and constructed a miniature golf course. Some of his golf hazards are very unique and have been copied by other miniature golf architects.

CLETIS BROWN is this year teacher of science in the Lincoln High School. Last year Mr. Brown was teaching in the Manteca High School.

THE HERMOSA BEACH schools under District Superintendent Charles D. Jones have an increased enrollment of one hundred this fall term. Three new principals are in charge of the Hermosa Beach schools. The Pier Avenue School is headed by James Irvington Wise, University of California, '26, who was secured from the Los Angeles city system. Miss Miriam Landon is the new principal of the South School, and Miss Margaret Jack was promoted from a teaching position in the Pier Avenue School to the principalship this year of the Ocean View School. The Ocean View School was renovated this summer until it has the appearance of a new building. At the Pier Avenue School, the cafeteria was enlarged to a capacity of two hundred, and a most attractive teachers' reception room with fireplace was made available.

CHARLES L. BROADWATER, Superintendent of the El Segundo Schools, during his connection with the system has built one of the best high school plants in Southern California. The high school has emphasized facilities for physical development. The El Segundo High School athletic grounds and turf football field are perhaps only equaled by the Los Angeles Coliseum. This summer the grammar school grounds were put on a par with the high school. Eighteen thousand dollars were spent in putting in lawn, fencing, constructing retaining walls, and completely tile draining the playgrounds.

THE HUGHSON Grammar School under District Superintendent A. D. Schneider is carrying on an outstanding music program. There is an orchestra of forty-five pieces under the leadership of Malin Langstroth of pupils from the fifth, sixth, seventh, and eighth grades. Grades one and two have a rhythm band. The fourth graders have a harmonica band. There is a fifth and sixth grade girls' glee club, and for the seventh and eighth grades there is a boys and girls' glee club. With the exception of the orchestra, all of these musical activities are under the direction of Miss Gertrude Hoekenga. There are over four hundred boys and girls in the school.

"THANK-YOU-MA'AMS"

AT ONE TIME towns and small cities when building their roads, thought only of horses and carriages. Depressions or ridges running across highways were quite permissible, since their purpose was to direct excess water into ditches. These low and high spots in the road came to be called "thank-you-ma'ams."

The reason for the name is interestingly explained by Webster's New International Dictionary. When a person drove over one of these raised places or hollows, the sudden jolt caused him to bow his head as though he were saying, "Thank you, ma'am."

With the coming of the automobiles, the thank-you-ma'am has lost its semblance of old-fashioned courtesy. Even with the best shock absorbers yet devised, an automobile shakes up its passengers severely when it bounces over such an irregular part of the road. So thank-you-ma'ams are fast disappearing, to be replaced with properly constructed roads.

EDUCATION commences at the mother's knee, and every word spoken within the hearing of little children tends toward the formation of character.—*Ballou.*

EDUCATION is to know for the sake of living, not to live for the sake of knowing.—*Kate Douglass Wiggin.*

EDUCATION begins the gentleman, but reading, good company, and reflection must finish him.—*Locke.*

IF A MAN empties his purse into his head, no man can take it away from him.—*Franklin.*

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FEMALE SHYLOCKS

A SHYLOCK is a name given to a miserly money lender. This name has acquired this opprobrious meaning from the character in Shakespeare's well-known play, "The Merchant of Venice." Naturally enough, the part has usually been played by men; there have been, however, a few actresses who have impersonated Shylock.

The most recent presentation of "The Merchant of Venice" with a woman in the part of Shylock took place in London; Lucille La Verne, who played the widow Cagle in "Sun Up," startled the critics with her bold interpretation of this man's part. She was preceded by at least three actresses in this rôle; namely, Kitty Clive, British; Charlotte Crampton, American; and Mrs. Macready, British. Mrs. Macready played Shylock in 1866. It appears that Lucille La Verne is the first woman to attempt the part in sixty-three years.

The character of Shylock, concisely described by Webster's New International Dictionary, is as follows: "A revengeful, merciless Jewish money lender in Shakespeare's 'Merchant of Venice,' who attempts to exact the forfeit of a pound of flesh from Antonio's body." Antonio had borrowed money from Shylock, on a bond which made a pound of his own flesh forfeit if he failed to repay the money when due. Failure of his mercantile ventures made his flesh, and consequently his life, forfeit to Shylock, who would accept no other payment. The climax of the play stresses the vast difference between Shylock's legal right to collect the forfeit and the legal difficulty of collecting it without shedding the blood of Antonio.

SEATING HIGHLIGHTS

THE AMERICAN SEATING COMPANY recently placed on the market a very distinctive and attractive line of tables for classroom and general school purposes which has attracted widespread attention and approval. The tops are of seven-ply birch, framed in maple and finished in lacquer, presenting a surface beauty of grain and finish seldom attained even in high-priced furniture. Pupils may sit at any position around the table with no interference with legs or knees below the table top. Steel frame chairs of corresponding design have been developed both in the tubular and in the more familiar angle steel construction. Special attention has been given to emphasizing the beauty of the wood parts in these chairs, some being provided with attractively upholstered backs. By careful study of proportions and designs a new level has been reached in achieving comfort and real posture effect in low-priced equipment.

The development of these articles is in line with a clearly defined policy of this company to use its resources and influence as far as possible toward elevating the ideals of beauty and refinement in school equipment.

Another significant phase of the company policy is that not only the conclusions drawn from its research, but the data and method by which these conclusions were reached, are made freely available to the public. All information of general interest has been published in book form (Bennett, School Posture and Seating, Ginn & Co.), in numerous magazine articles reprinted for free distribution, in colored charts for classroom use in teaching posture, and in hundreds of lectures and addresses to educational groups and gatherings—all devoted to disseminating information regarding correct principles of posture and seating, entirely free from any advertising direct or indirect, absolutely divorced from sales activity, and provided without charge or any commercial bias.

The company also maintains an advisory service which is constantly rendering assistance to educators on innumerable problems of seating both by correspondence and personal conference, and also without any sales prejudice. City-wide surveys directed by this research organization and conducted by the school system personnel have revealed some tremendously valuable seating facts.

CHRISTMAS TIME

I HAVE ALWAYS THOUGHT of Christmas time as a good time, a kind, forgiving, charitable time, the only time I know of in the long calendar of the year when men and women seem by one consent to open their shut-up hearts freely. And, though it has never put a scrap of gold or silver in my pocket, I believe it has done me good, and will do me good, and I say God Bless it.—*Charles Dickens.*

A GOOD FRIEND

TO HAVE a good friend is one of the highest delights of life; to be a good friend is one of the noblest and most difficult undertakings. Friendship depends not upon fancy, imagination or sentiment, but upon character. There is no man so poor that he is not rich if he has a friend; there is no man so rich that he is not poor without a friend. But friendship is a word made to cover many kindly, impermanent relationships. Real friendship is abiding. Like charity, it suffereth long and is kind. Like love, it vaunteth not itself, but pursues the even tenor of its way, unaffrighted by ill-report, loyal in adversity, the solvent of infelicity, the shining jewel of happy days. Friendship has not the iridescent joys of love, though it is closer than is often known to the highest, truest love. Its heights are ever serene, its valleys know few clouds. To aspire to friendship one must cultivate a capacity for faithful affection, a beautiful disinterestedness, a clear discernment.—*Author Unknown.*

C. M. OSENBAUGH, president of the State Teachers College at Chico, Cal., passed away recently. President Osenbaugh was the founder of the open-air summer session for teachers at Mt. Shasta, the former principal of the San Jose High School, and president of the Chico State Teachers College for a number of years. He was a man of outstanding integrity and a very earnest and sincere educational leader.

The Chico State Teachers College has a large clientage of rural students and teachers. It seems logical, therefore, that some one familiar with rural conditions, rural life, and the one-unit school district, should be chosen as his successor. It is also logical that, in view of the fact that more than 75 per cent of the teachers in Northern California are women, a woman should be at the head of the State Teachers College.

The name of Helen Heffernan has been suggested by many who are interested in rural education. However, her outstanding work as chief of the department of rural education of the state has been of such value that it should not be interrupted at this time.

HORSE SENSE

IF YOU WORK for a man, in heaven's name work for him. If he pays wages that supply you your bread and butter, work for him, speak well of him, think well of him, stand by him, and stand by the institution he represents. I think if I worked for a man, I would work for him. I would not work for him a part of his time, but all of his time. I would give an undivided service or none. If put to a pinch, an ounce of loyalty is worth a pound of cleverness. If you must vilify, condemn and eternally disparage, why, resign your position, and when you are outside, damn to your heart's content. But, I pray you, so long as you are a part of an institution, do not condemn it. Not that you will injure the institution — not that — but when you disparage the concern of which you are a part, you disparage yourself.—*Elbert Hubbard.*

SYMPATHY

IF THE TEACHER has not sympathy no other characteristic can supply its need. A man or woman may have the knowledge that the schools, the college or the university may give but unless there abides with the teacher a real sympathy for the young and inexperienced pupils there will never be in that person a real aptitude for this highest of all professions. Especially is this true in the lower grades of our schools. The primary teacher must make her bricks with the least amount of straw. As the pupils go to the higher grades and to the secondary schools they may progress to higher levels by virtue of a richer curriculum, but in the first years of school the child must learn to look upon the teacher as the one person beyond her parents in whom she can find kindness, friendly guidance and sympathy.—*Joseph H. Wade.*

Advertisement

BIDS WANTED FOR TEXTBOOK MATERIAL IN MUSIC FOR ELEMENTARY SCHOOLS

To Authors, Publishers, and Others.

GENTLEMEN: The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute, in California, textbook material, as follows:

Music texts for elementary schools, up to and including grade six.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, not later than January 31, 1931.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in music," should be submitted on or before the hour of 5 o'clock p.m. of January 30, 1931.

Alternative bids for supplying completed books, as specified above, in carload lots, f.o.b. Sacramento, Los Angeles, and San Francisco, will also be received.

Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.
VIERLING KERSEY, Secretary.

HUMANE EDUCATION

"How do you imagine it ever came about that bears and bulls and badgers are no longer baited, cocks no longer openly encouraged to tear each other to pieces?

"Only by people going about and shouting out that these things made them uncomfortable," says John Galsworthy.

That is what the humane organizations are doing—shouting out that certain cruelties must stop and that children must be educated to be humane. "Our Dumb Animals," Boston, has shouted monthly for sixty-three years. All humane educators are encouraged by advance already made while they point out cruelties that still persist.

CALIFORNIA CURRICULUM COMMISSION HONORED

Five new bulletins and one pamphlet of the office of education are in process of publication and will be available from the Superintendent of Documents, Government Printing Office, Washington, D. C., within the coming month.

"Teachers Guide to Child Development," a manual for kindergarten and primary teachers, makes available to the nation's teachers the major part of the recommendations of the California curriculum commission. As Office of Education Bulletin, 1930, No. 26, it is being published simultaneously with the California publication. It suggests activity programs for all types of schools within the kindergarten-primary range. The bulletin replaces an older bulletin, 1919, No. 16, which is now out of print.

Mrs. May Lamberton Becker, nationally known author and lecturer on books, will become literary editor of *St. Nicholas Magazine* on February 1. The appointment of Mrs. Becker to the editorial staff is announced by Maurice R. Robinson, president of St. Nicholas Publishing Company.

Mrs. Becker, through her famed "Reader's Guide" department of the *Saturday Review of Literature*, her books, and her lecture tours throughout the country, is one of the outstanding figures in literary and publishing circles today. Her activities in the literary world began at the age of eighteen, as a literary and dramatic critic. From 1915 to 1924 Mrs. Becker was contributing editor of the *Literary Review* of the New York *Evening Post*. Since 1924 she has been contributing editor of the *Saturday Review of Literature*. She is the author of "A Reader's Guide Book," "Adventures in Reading," "Golden Tales of Our America," and "Books as Windows." Mrs. Becker will continue her activities as the "Reader's Guide," and as book editor of the *Scholastic*, which she assumed last year.

Right education is such a preparation of the individual in physical, intellectual, and moral capacities, as will enable him to secure the highest enjoyment from their use, here and hereafter.—*Roark.*

I have a firm belief that the rock of our safety as a nation lies in the proper education of our population.—*Benjamin Harrison.*

Those who think must govern those who toil. —*Goldsmith.*

Over 36,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is the California Teachers Association?**
   It is the one statewide professional organization in California which numbers within its membership all classes of teachers from the Kindergarten to the University.
2. **What are its aims?**
   To benefit the children of California by:
   a. giving impetus to progressive movements
   b. holding fast to that which has been found worthy of preservation
   c. improving teaching conditions
   d. protecting interests of teachers
   e. unifying the educational forces of the state.
3. **How much are the dues?**
   $3.00 each calendar year.
4. **What use is made of funds collected?**
   The funds care for:
   a. legislative programs in interest of schools
   b. annual conventions for teachers
   c. headquarter maintenance
   d. publishing and distributing Sierra Educational News.
5. **What is its form of organization?**
   It is a representative service society in which the Council of Education, through various committees, studies school problems and suggests forward movements of all educational activities.
6. **What benefits may a member expect?**
   A member may expect:
   a. a high class, professional journal every school month
   b. the service of energetic, careful teacher placement bureaus
   c. advice and assistance when needed
   d. stimulation and satisfaction from membership in a large well organized group
   e. an opportunity to serve by participation in association activities
7. **What has the California Teachers Association accomplished?**
   The Association has elevated the standard of the profession by:
   a. securing increased financial support e. g. (Amendment No. 16, Wright Act, Rural supervision, Retirement)
   b. raising standards of certification
   c. securing legislation which has protected the interests of the members
   d. preventing adverse legislation
   e. creating and promoting a definite program for better school conditions.
8. **What may be expected in the future?**
   Future programs which will include:
   a. thoughtful study of all school needs
   b. definite legislative programs
   c. research studies to develop thought and action.
9. **How many members has the organization?**
   36,507 loyal California teachers, July 31, 1930.
10. **Why should I join the California Teachers Association?**
    Because of its accomplishments. I am employed in the largest single organization in the State of California (the state school system); therefore I should do my individual part to maintain its leadership.

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THE
WESTERN JOURNAL of EDUCATION

JANUARY, 1931

ADDRESS ON LINCOLN

by

SENATOR SAMUEL M. SHORTRIDGE,
Delivered at Lincoln Memorial December 12, 1929, Washington, D. C.

[Senator Shortridge also delivered the address on Washington before the Federal Bar Association February 22, 1930. These addresses especially appeal to students on account of their rhetoric, lofty, patriotic sentiments, and ideal citizenship.]

ABRAHAM LINCOLN

My countrymen, the Republic "conceived in liberty and dedicated to the proposition that all men are created equal," in the throes of dissolution; the Union of Washington and Jackson, framed by the wisdom and sanctified by the blood of brothers, about to be rent asunder; the "government of the people, by the people, and for the people," in mortal danger of perishing from the earth—in that dark hour of estrangement, doubt, and fear the great captain of our country's salvation came.

He came, and thenceforth all was clear. Simple in speech, plain in manner, straightforward in action, tender as a child, fearless as a hero, humble and lowly, he came to speak and to act. Born of southern parents and reared in the broad prairies of the West, whose very winds sang liberty, he realized the curse of bondage and the blessing of freedom. From the unfelled forest, from the log cabin and the country store, from humble forum and obscure dwelling, from out the ranks of the people the great captain came. He came, and statesmen paused and wondered; he spoke, and a Nation hearkened to his counsel.

Devoted to truth and the right, opposed to falsehood and the wrong; scorning the tricks and subterfuges of the self-seeking and abhorring the mean and base; loving his country with a devotion that made him forgetful of all save the preservation of the Union, the incomparable leader rose. In judicial tribunal and hall of state, in capital and village, in stately mansion and log hut bewildered men listened to his words and saw, as they had never seen before, the darkness, the light, and the path; the wrong, the right, and the remedy.

Who was this man that came unheralded out of the West? Who was this man that rose above great statesmen of his day—who was as earnest as Phillips, as gifted as Baker, more profound than Seward, more wise than Chase, more logical than Douglas, more eloquent than Everett?

Who was this man that combined in one soul the simplicity of a child, the wisdom of a sage, and the foresight of a prophet?

Wheresoever among men there is a love for disinterested patriotism and sublime attachment to duty; wheresoever liberty is worshiped and loyalty exalted, his name, his life, his deeds are known. Today his image is in all hearts, his name is on all lips. That humble, loving, forgiving, sublime man was the rail-splitter of Illinois—sainted and immortal Abraham Lincoln—Abraham Lincoln, child of poverty, champion of freedom, savior of the Union.

Rejoice and give thanks to God. The dark hour of brotherly estrangement is gone forever. The Constitution of Washington and Jackson remains. The Union, strong and great, endures. The "government of the people, by the people, and for the people" did not perish. The sons of America march all one way.

And for all these blessings we stand here today in this sacred place, beneath the one and only banner of the loyal heart, to pay the tribute of our veneration and gratitude and love to Abraham Lincoln.

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FEBRUARY ACTIVITIES

By BELLE L. DICKSON

I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to the light that I have. I must stand by anybody that stands by the right; stand with him while he is right and part with him when he is wrong.—*Abraham Lincoln.*

FEBRUARY—shortest of all months in actual number of days—ranks second to none in opportunity for citizenship training. From East to West every school child learns of the achievements of Washington and Lincoln and of the sterling qualities which made them great. This is as it should be, but why stop here? On February 11 let us celebrate the birthday of Thomas A. Edison, the great inventor, thus honoring a world hero while he is yet with us. Again, the twenty-seventh of February should be remembered, for on that date was born the famous American poet, Henry W. Longfellow.

In this day of unrest, it is particularly needful to show children that honor and success are not attributes of the battlefield alone but may be quite as great in such peaceful pursuits as science and literature; that these pursuits, in common with many others, are admirable because they add to the comfort and joy of the world and make life easier for people everywhere. So this year let us do homage to the four February heroes listed above—Thomas A. Edison, Abraham Lincoln, George Washington, and Henry W. Longfellow.

A February Program

THE USUAL LINCOLN–WASHINGTON program may be extended to include mention of the achievements of Edison and Longfellow or, better still, one of the four weekly assembly periods may be devoted to a study of the life and work of each and a summary given in a "Famous Men of February" program near the end of the month. The following will suggest possibilities for such a program:

Song—"America," by the school.

CHAIRMAN—In our program today we will tell you something of the lives and work of four American heroes. We will try to show you why they were such great men. This is a picture of Thomas A. Edison, the "wizard of electricity." His birthday was February 11.

Talks—Edison as a boy; Edison values health; explanation of exhibit of some of Edison's inventions.

Original One-Act Play—"In Grandfather's Day and Ours," showing what the telephone, phonograph, electric railway, and above all the electric light have done for us.

CHAIRMAN—The second part of our program is about Abraham Lincoln.

Talks—Our Lincoln sand table; how we built the log cabin.

Dramatization—Scenes from Lincoln's life: How Abe earned his first book; Lincoln as storekeeper; Lincoln as postmaster; Lincoln carries a trunk; Lincoln's first dollar; Lincoln rescues a baby bird.

Talk—What Lincoln did for the slaves.

Song—"Mount Vernon Bells."

Recitation—The Gettysburg speech.

Talk—The St. Gaudens statute of Lincoln.

CHAIRMAN—On February 22 we celebrated the birthday of George Washington, first president of the United States. He was called the "Father of His Country."

Dramatization—The making of the first flag; Hubbard—"Little History Plays for Little Americans."

Song—"Columbia, the Gem of the Ocean."

Stories of Washington's Boyhood—Washington and the colt; George and the cherry tree.

Picture Talk—Washington crossing the Delaware; Washington's rules of conduct.

Talk—The White House, home of our Presidents.

Dance—The minuet (three or four couples).

CHAIRMAN—We love and honor Longfellow for the poems he has written. His birthday comes on the twenty-seventh of this month.

Song—"The Blacksmith," Progressive Music Readers, Book II.

Picture Talk—Shoeing the bay mare.

Recitation—"The Village Blacksmith" (grades 4 to 8).

CHAIRMAN—You have heard about four of America's great citizens and some of the fine things they did for their country. Now we will tell you what *we* are going to do.

Talks—What I will do for my country.

Patriotic Exercises—Flag salute and citizenship pledge.

Tiny red hatchets or shovels cut from white drawing paper by the primary pupils may be handed the guests as souvenirs. If time permits, programs may be made during the art and penmanship periods. Individual booklets containing stories and poems written in the language period in the upper grades and a bibliography of material read should be in evidence.

References—In addition to material in children's readers: *The American Magazine*, February, 1930; "Boys' Life of Edison," Meadowcroft; "The Life of Abraham Lincoln for Boys and Girls," Moores; "The Boys' Life of Abraham Lincoln," Nicolay; "The Children's Life of Abraham Lincoln," Putnam; "Abraham Lincoln Grows Up," Carl Sandburg; "The Boy Lincoln," Stoddard; "Lives of Poor Boys Who Become Famous," Bolton, pages 342–367; "Four Great Americans," Baldwin, pages 179–335; "The Story of George Washington," Walker; "George Washington," W. H. Ridling; "Four Great Americans," Baldwin, pages 9-65; "Famous American Authors," Bolton, pages 114–138; "The Hiawatha Primer," Florence Holbrook; "The Children's Own Longfellow," Houghton-Mifflin Company; "Book of Knowledge," Vol. XIII, pages 4726–4727.

History, geography, and English are correlated in this study of the lives of great men, but silent reading and citizenship, or character training, receive the greatest emphasis.

Our Hero Corner

THIS ACTIVITY appeals to the collecting instinct of boys and girls. As the life of each hero is studied, pupils are encouraged to bring in pictures, references, models, or anything related to the subject. Also, there will be displayed any contributions handed in on such subjects, as: "How I Can Be Like

Lincoln," or "Why Thomas Edison Is a Good Citizen," or "My Favorite Hero."

Good Deeds Calendar

THE GOOD CITIZENS' CLUB should be in charge of at least a part of the morning exercises during February. Acts of kindness, courtesy, honesty, and loyalty observed by the children may be reported. If, after a group discussion, these appear to be outstanding acts of good citizenship, they will be entered upon the Good Deeds Calendar to remain during the entire month.

Making a Book of Famous Men

WHETHER each child makes a booklet of his own or whether the "Book of Famous Men" is undertaken as a group enterprise is a matter for pupils and teacher to decide. Either plan may be so carried out as to insure growth on the part of each pupil.

All history, geography, and English papers should be preserved as well as maps and drawings made in connection with the study of February heroes. Above the fourth grade a bibliography of stories and books read may be included.

Each book should be fairly complete so as to give a clear idea of the material studied in connection with the lives of the four men and, if the proper amount of initiative is displayed, no two will be alike.

A booklet made by a first grader will probably consist of drawings and of pictures cut from magazines and pasted neatly on the pages. In some cases the child may be able to write a few words beneath. The Citizenship Pledge may be mimeographed by the teacher for his book.

Following is an example of what might be expected from a child in the second or third grade:

Page 1. *Title*—My Hero.

Page 2. *Picture of Washington* (Perry Picture Company). This is a picture of George Washington.

Page 3. *A Story I Like.* When George was a little boy he rode a colt belonging to his mother. He rode it so hard that the colt died. George went in and told his mother. He was brave and honest.

Page 4. *Drawing.* This is George Washington riding the colt.

Page 5. *What People Said.* It was said that George Washington was "First in war, first in peace, and first in the hearts of his countrymen." He was called the "Father of His Country."

Page 6. *How I Can Be Like My Hero.* I will try to be a good citizen at home, in school, and on the playground.

In case the second plan is to be followed, group chairmen must be selected. Then comes the question of the division of labor, for in any group undertaking the placing of responsibility is important. Each group and every person in the group needs to know exactly what is expected.

After the teacher has placed on the reading table as many reference books (of varying degrees of difficulty) as are available, she may encourage wide reading for a week. Then each group may decide to concentrate on the study of one hero. For example, one such division would be for grades one and two to take Washington; grades three and four, Lincoln; grades five and six, Edison; and grades seven and eight, Longfellow. Such a plan would follow rather closely the regular course of study, but this should be arbitrary. The completed books may be exhibited at the February program and later placed in the school library.

NOTE: Excellent pictures may be secured from Perry Picture Company, Box 7, Malden, Mass. See announcement on page 7 of this issue. For special material on Washington write to the George Washington Bicennial Commission, Washington Building, Washington, D. C.

DEPARTMENT OF SPECIAL EDUCATION

The Problems of Handicapped Children—Physical, Mental, Social

Conducted by HILDA M. HOLMES, *San Francisco State Teachers College*

FIVE MILLION of our twenty-five million American school children have defective vision. In 1929 there were 305 sight-saving classes in the United States, where there is a need for at least five thousand. These appalling figures, dealing with but one phase of the problem of the needs of the handicapped child should arouse us to the necessity of awakening the general public and educators alike to the urgency of providing special classes for children handicapped either mentally or physically.

The case of James in "Teaching Language to a Deaf Child" speaks for itself. There are degrees of defect that are beyond adjustment in ordinary classroom situations. Still, while the teacher is recommending children to special classes where possible, explaining their value to parents, and putting her case before supervisors and superintendents, she earnestly desires to help those in her classes for whom our educational system has so far made far from adequate provision.

It is a consolation to know that the handicapped child can in some measure be helped by common-sense methods, provided that the teacher recognizes the handicap and knows the difficulties of adjustment that it causes. It is also interesting to know that often these simple, helpful measures deal largely with physical matters.

For instance, in studying the metabolic etiology of stammering, H. E. Starr of the University of Pennsylvania examined the saliva of thirteen hundred cases. He found, among other things, that 73.7 per cent of the stammerers examined in the survey of those who applied to the University Speech Clinic were subbreathers and had their systems overloaded with carbon dioxide. He says:

"As a consequence their mental faculties are dulled, they are always working in a 'fatigued' condition, virtually under pressure. Until the carbon dioxide content of their blood has been reduced more nearly to normal limits, it is practically hopeless for them to attempt to break any old habits or acquire any new ones, whether of speech or otherwise. *Proper breathing exercises in the open air adapted to the individual's requirements should be of immense value in this connection.* A decrease in the carbohydrate content of the diet should also prove of benefit." (The italics are mine).

"An Experiment in Rhythm" stresses again these physical aids to adjustment. As early as 1866, Seguin, in "Idiocy and Its Treatment by the Physiological Method," strenuously advocated for the mentally deficient the correction of automatic movements, the building up of the deficiencies of the muscular system, and the development of coördination, through exercise. He also advocated the use of repetition, rhythm, and rhyme not only in general training but also in speech work.

Experience has proved the value of some of the aspects of Seguin's "physiological education," and some of his advocated methods are in use today. Modern institutions for the mentally handicapped, such as the training school, Vineland, N. J., stress the value of physical education, which includes marching, dancing, and a variety of simple rhythmic games and plays.

The value of suitable physical exercises is stressed again, in the correction of speech defects, in such simple but efficacious things as yawning, blowing, and swallowing, controlled and directed to the accomplishment of a conscious purpose, while the sight-saving habits are common-sense physical matters in which the regular classroom teacher can enlist the child's interest.

The Relation of the Classroom Teacher to Minor Speech Defects

By Katharine Inglis,
Assistant Supervisor of Schools and Classes for Physically Handicapped Children

Outside the field of stammering, the regular classroom teacher is often confronted with the articulation problem. This type of speech difficulty does not usually involve the emotions, hence it is much easier to correct than stammering.

Under the heading of articulation defects we find:

1. Lisping.
2. The substitution of one sound for another.
3. Faulty enunciation.
4. Lateral S.
5. Cleft palate speech.

The usual method of procedure in handling cases of the above five types is as follows:

1. Teach the child to say the particular element correctly. This is done by imitation or by carefully showing him the correct position of the tongue, lips, and palate in forming the sound.
2. Combine the element with the different vowels, sometimes having the element before the vowel and then having the element as the final sound.
3. Use words containing the element. Prepare word lists of one syllable that begin with the element, have the element in the middle of the word and end with the element.
4. Use sentences containing the above words.
5. Have conversation practice.

In order to attain perfect speech the laws of habit building must be followed. Most important of these laws are:

1. Regular and consistent practice.
2. A willingness on the part of the child to help himself.

The regular practice is very important as it is the foundation of all habit building and it trains the child to hear his own speech and correct his own mistakes.

The willingness on the part of the child to help himself prevents the recurrence of the old habit.

In the matter of cleft palate speech little can be done unless the cleft has been closed by a physician who understands the possibilities of speech after the operation. The fault lies with the palate which is usually weak and quite immovable. To the degree that the palate can be made to move normally, to that degree the speech will improve.

Any exercise that raises or lowers the palate or expands or contracts the pharynx is helpful to a cleft-palate case. Some good exercises are:

1. Yawning.
2. Say "Ah." Watch the palate rise. Later try to raise and lower the palate without saying "Ah."
3. Swallowing. Watch the action of the muscles of the throat while swallowing. Then try to do the same thing without actually swallowing.
4. Blowing out the candle. Put a card between the nose and mouth. Hold the lighted candle under the card.
5. Say "U" quickly. Watch the palate rise.

To the classroom teacher falls the job of helping the child make perfect speech a habit. She should stop him and make him repeat every time he makes a mistake. She would then have the opportunity during reading, phonics, arithmetic, and oral language. Accept nothing from the child except the best speech he is able to give.

Whenever a teacher sees a child, whether it be in the hall, yard, street, or playground, she should make it a point to ask him something or say something to him that requires the difficult element for an answer. While this procedure does not require much effort on the part of the teacher, it has a wonderful effect on the child. He sees at once that the teacher is interested enough in him to speak to him, and he feels as if he had received some special attention. The child can't help but try when he sees that the teacher is also helping him.

With the many duties that teachers have, it seems almost impossible to give extra time to any one child. But I do know that the teacher who is interested in the handicapped child can and does find a minute here and there in which to help him with his particular difficulty. Get interested in your children and reap the reward that comes from helping some one find himself.

An Experiment in Rhythm

By Arabella Lombard,
Special Class Teacher, Fairmount School, San Francisco

A dark day near the close of the fall term—pouring rain. The type of day that makes even the best-ordered school room a problem.

Toward noon a general restlessness prevailed in a certain classroom and it seemed to the teacher the opportune moment to introduce some new activity of unusual interest.

The situation around which this little activity centered was composed of sixteen mentally handicapped children—ten boys and six girls—ranging in chronological age from ten to sixteen years and in mental age from six to ten years.

A definite need for training in coördination is always recognized with children of this type, and ways and means to train this function are continually and eagerly sought after.

Almost everyone needs some outlet for rhythmical expression. Children from comfortable and prosperous homes have opportunities to satisfy this need through music, varied types of dancing, color, and design, but others from less fortunate or less interested homes have little chance for this type of self-expression.

For this exercise in rhythm the teacher chose the ever-favorite ball—a three-inch rubber sponge or tennis ball—as the physical means of expression; for music, a piano played smoothly with gentle but firm accent. Any instrument well played would answer; a phonograph, an accordion, or even harmonicas, would be satisfactory.

To start the game, six of the most rhythmical children were chosen, the others remaining in their seats and clapping softly on the accented beat, the latter closely observing.

A pleasing melody in three-four time was chosen—the waltz from "Mlle. Modiste," by Victor Herbert.

The six children chosen bounced their balls on the first count, caught them, then hesitated the second necessary before the next accented beat, the time to bounce again. They continued this for a given number of measures or through the entire melody.

To be sure, perfect results were not achieved the first day, even with the selected few. All were given a chance to try, and the joy of play, outside of its value as a means of quick coördination, was seen at once. The radiant faces were all that was necessary to prove the experiment a real success.

The children practiced everywhere and every chance they had, and an opportunity to play the ball game in the room with the piano was a favorite treat for work well done. Finally, even those who had seemed to lack a sense of rhythm were working with the rest with very few, if any, mistakes.

After the first exercise had been learned many other more intricate activities were introduced.

1. Bounce ball on first count of each measure, catch, continue.
2. Bounce ball and rebounce with palm of hand on each count, three times to a measure, continue. This exercise is a real test of quick and steady coördination.
3. Bounce ball hard enough on first count so that it goes high enough on second count to return to the hands on third count. A great deal of precision is necessary to do this in rhythm.
4. Bounce ball on first count using a sliding step from left to right. This requires a double effort to make hands and feet obey at the same time.
5. Bounce the ball on first count and when ball is returning to hands step over it with one foot, catch on third count.

These exercises, well done, would be an interesting addition to any school program.

One girl of fourteen with a mental age of nine years found herself in this game. She excelled the others and soon learned many little solo stunts that charmed everyone who saw her. Best of all was the power her feeling of success gave her along

other lines. This achievement gave her courage and skill in academic subjects showed marked improvement.

It was interesting to see how this development in coördination in rhythm carried over into other realms. The children began to enjoy the rhythm of poetry. John Mansfield's "Sea Fever" was taken up during a project on the fishing industry, and even the younger children learned it word for word and were charmed by its beauty.

Teaching Language to a Deaf Child

By PEARL R. CONSTANTINE,
Teacher-in-Charge, Gough School, San Francisco

A FEW YEARS AGO James, who was then fourteen years old, came to the Gough School, a school for deaf children. James had lost his hearing when seven years of age but his parents knew of no school in which a deaf child could be educated so he had received no instruction.

At the age of seven James had had the speech and language of a normal child of that age. Had he been placed in a school for the deaf his teacher would have been able to retain, to a certain extent, not only his normal speech but also his natural language and freedom of expression. As it was, when James entered school he remembered only a few words and his speech was hardly understandable. He was surly and far from a social being due to his inability to communicate with his associates.

His teacher was delighted when after two months of effort he recalled fourteen words. She used these words as a basis for his instruction and gradually built his vocabulary from the one known quantity that both child and teacher shared—fourteen English words. Pictures of these words were secured and James was taught the written form. These words were then used in sentences, the teacher being careful to keep alive the newly awakened interest of the child.

As soon as James realized that he was doing the same sort of work as his classmates his facial expression began to change and he entered gradually into the activities of the class. Today he is a leader on the playground.

We prefer to enroll children between three and six years of age. Of course if an application is made for the entrance of an older child such as James, he is admitted providing he passes the necessary physical and mental tests which are given to all entrants.

In the first year of a deaf child's school life he is taught the elements of speech such as *wh, p, ar, th, t, ou*. These are taught by imitation or manipulation. As soon as the child has learned a few elements he is taught words resulting from combinations of these elements: a car, a cow, a top, a thumb, a mouth. Pictures or toys are used continuously so that the child may visualize the object for which the new word stands.

Speech reading is an interesting phase of the work. The child is encouraged to watch the lips of the teacher while she, holding two toys, the names of which are unlike on the lips, indicates each toy in turn and tells him its name. The child then takes his turn at pointing to the toys as the teacher names them. As soon as he differentiates between two nouns on the lips he is given others in the same manner, and picture charts are gradually built up containing pictures of the words he knows.

In like manner speech reading of sentences is taught, beginning probably with "bow" and "jump." The child acts out the command. The length of these action sentences or commands is increased until finally the child is able to take compound sentences involving the use of pronouns and adjectives such as "Mary, get a blue book. Open it and give it to John."

In a few months the child's vocabulary has increased sufficiently for him to take his first step in expressing himself in spoken language.

Language, or sentence structure, is presented in a visual way.

WASHINGTON'S HOME

at Mount Vernon makes a good topic for February class projects. After the class reads about Washington and his Mt. Vernon home it would be interesting to make a small model of this historic building. Thin wood or cardboard boxes make a good foundation for this work. For pasting construction and accessories you will find that

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Lines are drawn on the blackboard making five columns, and all the work of sentence building is done in these columns. The first column is devoted to the subject, the second to the verb, the third to the object of the verb, the fourth to the preposition, and the fifth to the object of the preposition. The child may prove the truth of his statement by placing the person or things written about in their respective places in the five columns.

Writing is correlated with all other subjects and arithmetic is presented in a live and purposeful situation.

The ingenuity of the teacher is drawn upon in presenting the work in as many different ways as possible, so as to develop the originality and independence of the child.

Sight-Saving Classes in the Junior High School

By Edna P. Jimenez,
Sight-Saving Class Teacher, Everett Junior High School, San Francisco

Since a sight-saving class is organized primarily to save sight, naturally we try to use those things which will minimize the danger of straining the eyes. Books are printed in a larger type—24-point type being the standard size, although some first-grade books are printed in the 36-point type; writing by both teacher and pupils is slightly larger, with attention directed to the space between the lines; a bulletin typewriter is used, on which the teacher transcribes the regular textbook requirements which are not printed in the large type; and everything possible is done to avoid glare—unglazed paper, dull finish to furniture and woodwork, and constant adjustment of shades.

Besides using those things which will help lessen the danger of strain, eye hygiene and sight-saving habits are presented to help the child conserve what vision he has, *e. g.:*

1. Hold the book the proper distance from your eyes.
2. Let the light come over the left shoulder.
3. Sit in a good light.
4. Secure sufficient illumination for comfortable reading.
5. No reading should be done in direct sunlight.
6. Daylight is the best light.
7. Never read in a dim or flickering light.
8. Adjust the shades to prevent glare when the sun is shining directly into the room.
9. Never read while lying down.
10. Avoid glare and shadow while at the blackboard.
11. Never read in a moving vehicle.
12. Sit erect while reading. Bring the book to your eyes, not your eyes to the book.
13. Refrain from reading when recovering from an illness—eyes are weak then and easily strained.
14. Keep soiled hands and clothes away from eyes.
15. If your eyes hurt, or you cannot see things clearly, tell the teacher.
16. Have individual wash cloth and towel, and use the water as it comes from the faucet to wash your eyes.
17. Watch for symptoms of eye strain.
18. Rest your eyes frequently.
19. Avoid books printed indistinctly, in small type, or on glossy paper.
20. Keep your books clean; a soiled page is hard to read.
21. Spend as much time as possible outdoors in the sunshine.

In addition to actual physical suffering, defective vision interferes with the usual educational procedures and may result in mental retardation and often in juvenile delinquency. To find effective means of removing the handicap of defective vision of a large percentage of school children (the ratio for children with seriously defective vision is about one child in every five hundred of school age) is a big problem. This is important not only to secure greater efficiency in acquiring an education—which is the birthright of every American child—but to conserve vision for greater usefulness in adult life. "Blindness carries with it a burden of unhappiness and inefficiency which no amount of welfare work for its victims can materially mitigate." If we can, in the short time that the child spends in the classroom, establish habits which may be the means of saving the sight of some child, we may feel, perhaps, that there is some value in our work. Sight-saving classes are organized first and last to save sight.

In the large classes handled in the public schools, I realize that it is difficult to notice every detail; but children with defective vision will very often present themselves. How often do we find children who are continually knocking things off desks, bumping into this thing or that, who cannot see the blackboard, who are constant discipline cases? These are only some of the difficulties which we do not readily attribute to eye conditions. I grant that these troubles may not be the result of defective vision, but a vision test will soon determine that.

In the junior high school sufficient vocational guidance is provided which will aid the pupil to select the vocation best suited to his eye condition. There are limitations as to choice of vocation, but taking into consideration the eye condition of the child and his natural vocational tendency, some plan may be worked out whereby the child may follow his own ideas in one field or another. Myopes, or near-sighted children, for instance, should be encouraged to take up outdoor activities and guided away from close office work. This is often a very difficult thing to accomplish, because the near-sighted child is able to do close work most easily, but at the expense of his eyes and with consequent increase of his difficulties.

In general, the sight-saving class pupil is directed away from those vocations which will require close eye work for any length of time, and into those which will take him out of doors. Always keeping the child's natural bent in mind, there still is quite a choice of occupations for which he may fit himself. Think of the wide possibilities in gardening, both for the child with a love for flowers and the one with artistic tendencies. There are also possibilities in the many different kinds of salesmanship, representing many different lines of work. So there are possibilities for a child with defective eyesight; and even if there are relatively few, there are many more than if he were totally blind.

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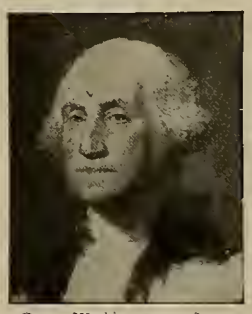

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One Teacher's Aims

By M. FINNEY,
Jefferson School, San Francisco

KNOWING that after the long summer vacation children return to school, some reluctantly, some enthusiastically, others indifferently, but all curious and interested in what will take place, I endeavored to hold and sustain that interest. To have over thirty eager, smiling children looking to you with hope and expectancy in their faces is sufficient inspiration to spur any teacher to bring out the best within her.

For the first week we started on new work and introduced little games and races in the number work and reading drill. All seemed eager to take part and show what they knew. Some new and attractive books were put on the reading table to encourage and stimulate the silent-reading period. Vacation tales, fresh in their memories, provided much discussion for both oral and written language. During the occupation period, I had many willing little assistants in getting our room in order and work materials arranged in the handiest places for all. I try to lead the children to see that the room is theirs and that they as well as the teacher want it neat and well kept.

By the second week, review of the former term's work was undertaken and the children divided in groups according to their ability in each subject. Charts were made to record progress and it has been very gratifying to see little groups of children at the charts, little fingers following along the lines, to note their progress. On the arithmetic chart, the mistakes of the individual child were recorded and it was with great inner satisfaction that I one day saw a little boy, one of our slowest, laboriously copying down his mistakes for future study. How happy I was for him when in the weekly speed test in combinations he came through with a perfect score. During the free-work periods throughout the term the combination cards have been a favorite choice. It is amusing to see the quicker ones get a slow pupil and take him aside to drill, then come gleefully to tell me that "Jack knows all of Set III. May I hear him on Set IV?" Such little deeds make the happiness of the teacher's day. I try to instill the desire to help one another.

We have a writing chart, also, and I endeavored to get the children to criticize their own work. They are quite competent little judges and quick to notice mistakes. Occasionally I have pinned up papers, with the name concealed, given each paper a number, and then the class passes by to observe each paper, afterwards writing down the number of the one they judge best. Great was their interest and excitement ran high when one day there was a tie between two papers. The two papers were then sent to another grade to have it choose the best paper. Gleefully the sponsors of the winning paper applauded.

Reading has been a more difficult problem as I had one very slow-moving group. They seemed to be getting very discouraged over their own progress until I assigned each one a paragraph in advance. They studied it diligently and I could see a little more self-respect returning when they could take part and stand and read their part well. I have been able to provide books more within their ability, and so we have worked for expression, clearness, and knowledge of subject matter. Quite a few requests have been made from the slow group for books to take home. One little fellow even became courageous enough to read a story to the class during nutrition period. The children were patient and helped him out by keeping quiet.

We have been going on a world journey this fall, reading about children in other countries. Such gratifying interest and enthusiasm were shown that we sometimes tarried longer in a country than our allotted time. Books were brought from the library and from home, and home help was obtained in finding answers to questions asked. A few little ones joined the library so as not to be outdone. Our library table became a popular place. Old geographic magazines were added to our library by one boy and have been well thumbed. We laughed together over the antics of the twins in "The Filipino Twins," and a day or two later one little girl proudly showed me her copy of the book, obtained from the library.

I have tried to provide ample seat work and, between recita-

(Continued on page 12)

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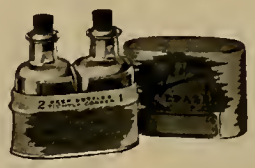

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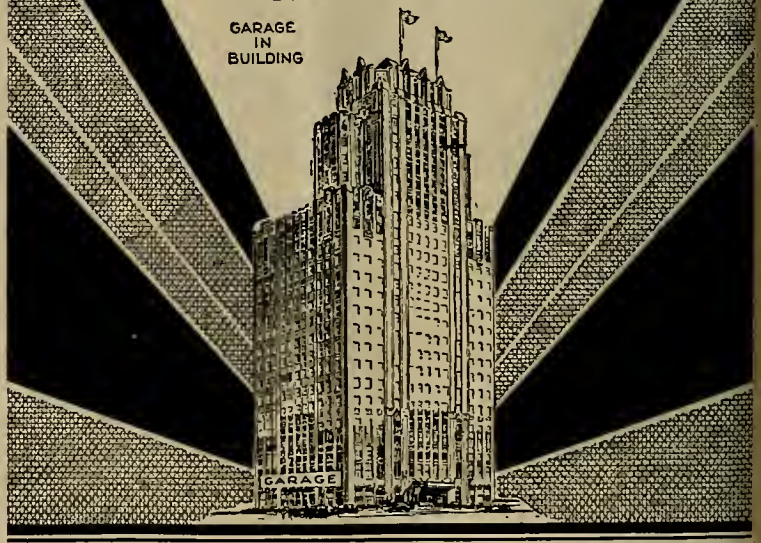

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DEPARTMENT OF RURAL EDUCATION

By Helen Heffernan,
Chief, Division of Rural Education

STUDY OF MIGRATORY SCHOOLS IN CALIFORNIA

(An Extract)

By Lillian B. Hill,
Chief, Bureau of Attendance and Migratory Schools, California State Department of Education

The first phase of the problem which confronted the State of California in setting up a program for the education and care of migratory children within the state was to ascertain if possible the extent of the problem—whether or not a large number of children were involved. Second, some knowledge was required of the nationality of these children in order to understand their racial and environmental background. Third, it was necessary to determine what part of the year these children were migratory or if they were migratory during the entire year. Fourth, whether they were migratory because they had no homes or because they wandered up and down the length and breadth of the state seeking employment in the different crops.

The first available source of information on these phases of the problem was the school census secured through the registration of minors in 1927. According to this census, which is still the most recent information available, there were in the State of California 36,891 children who declared that they were migratory and definitely stated that they and their parents had no permanent place of residence. In the same school census of 1927, it was shown that other children of foreign parentage, a large number of whom follow the crops and engage in agricultural pursuits, were as follows: Mexican, 102,405; Japanese, 32,923; Chinese, 8123. There were recorded in this census 14,325 negroes. Many of these are children of itinerant laborers.

Another reliable source of information on this problem was the report of the division of housing and sanitation of the State Department of Industrial Relations. This division reports to the State Department of Education each month the number of children residing in labor camps and the distance of each camp from a school. Reports from this division show for the year 1929 a total of 17,980 children living in labor camps. This number varies from 2758 in the month of July to 141 in December.

Although these statistics were far from being exact and accounted for only a small portion of the children who were actually engaged in seasonal labor, they did show that there was a very serious and pressing problem. It was apparent that the state had a responsibility to set up provisions for the protection of these children in their educational rights.

The legislature of 1927 passed Act 7516 of the General Laws of the State of California which provided for the maintenance of schools for the children of migratory laborers engaged in seasonal industries in the rural districts of the state. This act created a revolving fund of $10,000 to carry out the work. Responsibility was placed upon the State Superintendent of Public Instruction and upon the different County Superintendents of Schools for the administration of the act.

The counties having the largest labor camps were as follows: Fresno, 1448; Imperial, 1785; Kern, 2165; Kings, 976; Madera, 677; Riverside, 799; Sacramento, 835; Tulare, 1009; Ventura, 2665.

Under the provisions of this act no money was to be drawn from this fund except in cases where special schools or classes were required for the children of migratory laborers engaged in seasonal industries. It is understood under the law that any school district or county which is able and has sufficient funds to take care of these migratory children are required to do so and to provide educational facilities in the regular schools of the districts. Hence apportionment from the migratory fund is made only to special schools or classes established and maintained for children of seasonal laborers in inadequately financed districts.

There was expended from this fund in California for the period beginning September, 1929, and ending May, 1930, $5498.94, and a like amount provided from the unapportioned school funds of the county, giving a total of $10,997.98 for the establishment of these special schools and classes for children who were not taken care of in the regular schools of the different school districts.

Amount Expended for Migratory Schools From State Migratory School Fund
September, 1929—May, 1930

Ventura County	$ 435.00
Fresno County	4,287.98
Santa Barbara	297.90
Merced County	133.06
Tehama County	270.00
Yolo County	75.00
	$5,498.94

Owing to the mild climate of California and the richness of its soil, there is a great variety of crops. It was found that crop harvests are held during the entire calendar year. The migratory seasonal laborer travels up and down the state over a period of at least ten months in each year, it being estimated that the seasonal lay-over is of about two months duration—December and part of January.

In order to know how available the public school system of California is for these children a cross-sectional survey was made. Five counties were selected from the fifty-eight counties of the state as representing typical situations. The labor situations in these counties during the harvesting of their principal crop was surveyed and the school records and educational opportunities offered to the children of migratory laborers were studied during the months of the harvesting of their particular crop. The five counties selected were Ventura, Fresno, Kern, Riverside, and Sacramento. The principal crops harvested in these counties were as follows: Onions, cotton, spinach, asparagus, and walnuts. We found that there was some overlapping of crops during the school year from September to May.

Two Typical Counties

Ventura County

During the harvest of walnuts in Ventura County in the fall of 1929 there were added to the regular schools in the different school districts for the education of children of migratory laborers, six classes in the month of September and twenty-two special classes in the month of October and a like number in the month of November. In addition there were seven separate schools established for the care of these migratory children. Of these seven separate schools four were maintained from funds provided by the state migratory school fund.

The buildings used for conducting these classes were twenty-two rooms in regular school buildings, three classes conducted in garages, two in manual training shops, one in a bunkhouse, and one in a church. Twenty-four of these twenty-nine buildings were the property of the school district. Four of the buildings used were community property made available for the use of these children. One building was the property of the labor camp employer.

Children engaged in the harvesting of the walnuts were almost exclusively of Mexican nationality. There were, however, some illiterate whites, most of whom were from outside of the state and had in most cases little school experience.

In Ventura County during the entire harvest of the walnuts which extended from September through October and November, educational opportunities and facilities were provided and made available to all children of seasonal laborers in every school district in the county. More than this, a decided effort was made to compel the school attendance of these migratory children. (Continued on page 12)

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

ROY CLOUD, the executive secretary of the California Teachers Association, is interested in many measures that will come before the legislature of 1931. He is coöperating with State Superintendent Kersey on behalf of the teachers of California in securing good legislation and in protecting the schools from undesirable laws. A new retirement law, tenure, sabbatical leave, and defeat of the textbook law are a few of the important bills under consideration. The teachers can depend on Mr. Cloud being on the job to protect their interests.

GOVERNOR JAMES ROLPH, JR., in his inaugural address was emphatic in his statements regarding the provision of liberal support for all the public schools in California. His colorful inauguration, his colorful personality, his tremendous capacity for hard work, and his quiet relaxation represent the spirit of California. We had almost a century ago the "Splendid Idle Forties." Will we have now the splendid creative thirties, with sunshine, work, and play?

WILLARD E. GIVENS, Superintendent of Schools, City of Oakland, in the January *Sierra Educational News* is the author of "Straight Thinking Needed on School Books." This article should be read by teachers, parents, and taxpayers.

DOCTOR HAROLD W. FAIRBANKS has had many sincere appreciations of his new and scientific method of presenting "Real Geography and Its Place in the Schools," but none so unique and interesting as the letter from Japan. Doctor Fairbanks believes in presenting geography in a way that will make students think, rather than memorize factual material. Doctor Fairbanks will give a course in geography at the University of California at Los Angeles, summer session, 1931. Here is the letter from Japan:

Kwangju High School,
Kwangju, Chosen, Japan,
November 22, 1930.

Doctor Harold W. Fairbanks.

DEAR SIR: Allow me the privilege of writing to you. I have studied your Progressive Series of New Geographies according to the Problem Method with one of my colleagues for a year. I found them the most instructive of the kind I have ever read of foreign countries. Few books are so pithy and to the point, and we can rarely find such books in our country. The similar books are very few even in your country, I guess. It is now my sincere desire to render them into Japanese so that my colleagues and normal school students may profit from them. I have once translated one of the books by Professor Huntington of Yale, at whose house, by the way, I was staying while I was in America. But that was a different sort of a book, though it was very interesting. What I value most in your books is your method with which you go on opening up new vistas of knowledge, one an approach to another, for the student. It is worth while to propagate among students here. I should be very glad, indeed, if you would oblige me by permitting the translation. I regret that I did not see you in America. Hoping to hear a favorable answer from you, I remain,

Yours very truly,

A. TSUYUSAKI.

"A YEAR OF EDUCATIONAL ADVANCE," by Vierling Kersey, in December issue of *California's Schools*, contains much food for thought. Superintendent Kersey and his staff are to be congratulated on a very interesting publication.

PLANS AND ACTIVITIES FOR PRIMARY GRADES," by Belle L. Dickson, assistant professor of education, Humboldt State Teachers College, Arcata, now at University of Chicago doing special work, has just been published by Harr Wagner Publishing Company, San Francisco. It is a book of two hundred pages, attractively bound. Price $1.50. The lesson plans will be a great help to teachers who desire to standardize their work. Part I is devoted to tool subjects; Part II to social subjects.

EDUCATIONAL COMMENT

By HERBERT F. CLARK,
Assistant Director of Vocational Education, Los Angeles

Vocational Guidance—Vocational guidance is making rapid progress in Southern California. The Vocational Guidance Association of Southern California has undertaken a broad and comprehensive program for the school year 1930–1931. Besides the monthly industrial trips of observation, the association has scheduled a series of monthly lectures in coöperation with the Los Angeles City Library. It has sponsored a monthly conference with the young women of the Hamburger Home for Girls in Los Angeles and is arranging for lecturers and motion pictures for the boys' division of the local Y. M. C. A. These activities all have for their purpose the spreading of such information as will enable teachers and counselors the better to advise young people, and which will serve as a basis on which the young people themselves may make a more intelligent selection of a life career.

Benjamin Johnson—Vocational education and guidance both receive great impetus from the courses given by Benjamin Johnson of the University of California at Los Angeles. Some of these courses are given on the campus and some in extension, and by these Mr. Johnson is becoming the nucleus for a large sphere of influence in these particular fields.

Vocational Follow-Up of Student Body.—Of great educational significance is the careful analysis of the graduate student body of Roosevelt High School in Los Angeles by its principal, Thomas H. Elson. Mr. Elson has kept track of all the graduates of that institution since its establishment five years ago. He knows where each one is and what he or she is doing at the present time. Through a questionnaire he has ascertained *when* they made their choice and *what* experiences influenced them most. One of the remarkable discoveries is that a very large percentage of them had made their vocational choices prior to their entrance to high school, and the studies and experiences in that institution had not modified them to any appreciable extent. There is some food for consideration in that discovery.

Women Superior to Men.—I attended a program a short time ago on which appeared two women and three men speakers. The women had all made careful preparation, stood squarely on their feet, and in clear, audible voice put their messages over in fine shape. The men—oh, my, the men! One of them, in a weak, faltering voice, lauded a certain alien in seeking citizenship for refusing to take the oath to defend this country. He gave you the impression that he would lie down and let another person invade his home and ravage his family rather than fight to protect it and them. He expressed a sort of "sissywissy" philosophy of life and government, much to the apparent disgust of most of those who heard him. His speech was a sorry contrast to those splendid, dignified addresses by those stalwart women.

The other man squirmed and twisted in all directions and u-h-e-d and a-h-e-d until the audience was truly glad when he sat down. No wonder women are winning out over the men in so many ways when the men approach a serious task so ill-prepared to do the job in an efficient, pleasant manner.

Children of Today—Now that the annual institutes and teachers' conventions are over, and we have all been told that children are so much different today than a few years ago, we return to our schoolrooms to find that after all the human mind is not quite so changeable as has been averred. It is difficult to see that the mind of man in Plato's or Aristotle's day was particularly different from the mind of man today. All observations of the various races of mankind from the lowest to the highest indicate a common character in their mental make-up. Some of us who have been dealing with children for over a third of a century can't see that there has been much of a change in their actions, their way of learning, or in their inherent interests. They are still sons and daughters of men endowed with the inalienable characteristics of their forefathers and mothers, and nature doesn't make sudden changes in her eternal processes.

N. E. A. at Los Angeles—California will be the mecca for thousands of teachers from all parts of the country this summer due to the fact that the National Education Association will hold its annual convention in Los Angeles the last two days of June and the first three days of July. Every nook and corner of the state will profit by the presence of this group of educated people. The state as a whole will do well to put on its reception suit and gives these visiting delegates a right royal entertainment.

State Educational Commission Speaks—Among the many wholesome recommendations which the California commission for the study of educational problems makes, the most significant, from my point of view, is the one pertaining to vocational guidance.

In this report the commission recommends that the "study of occupations" be carried on in all the high schools of the state. This recommendation is fundamentally sound. There is no sound basis for the intelligent selection of a life career except a broad knowledge of the essential requirements and available opportunities for labor in a large number of human occupations.

ARTHUR GOULD

Arthur Gould is the new president of the California Teachers Association, southern section. His successful school record follows: Assistant Superintendent Los Angeles City Schools; in charge of secondary schools since July, 1918; principal San Diego High School, 1910–1918; teacher, head mathematics department, vice principal, San Diego High School, 1905–1910; Santa Ana High School one year; New Haven High School, Connecticut, one year; Pomona College Preparatory School, one year; A. B., Pomona College; M. A., Yale. Resident of California since 1883. Settled in Pasadena at the age of two years. Born Toronto, Canada. An outstanding personage in the development of secondary education in California during the past twenty-six years.

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(Continued from page 9)

Ventura County employed twenty-nine extra teachers to take care of these children. Special supervision and services were given by the school nurse, music supervisor, general supervisor, supervisor of physical education, and supervisor of attendance and child welfare. All of these teachers were regularly certificated and experienced and had the recommendation and approval of the County Superintendent of Schools.

The majority of seasonal agricultural workers in Ventura County live in labor camps provided by the growers, which are in most instances up to the required standards for sanitary camps. These camps are at times supplemented by private tents owned by the migratory laborers. These private camps are, however, much below standard in most cases.

Since the camp may be some distance from the schools, wherever it was necessary transportation was provided. Such transportation was provided for children of the migratory seasonal laborers in five schools by the regular school districts. These five schools transported during the month of September two hundred children daily, in October five hundred children, and in November five hundred children. The labor camp employer transported children to eleven schools, transporting during the month of September one hundred children, October 250 children, and November 250 children. The County Superintendent of Schools provided transportation for two schools, transporting daily during September two hundred children, in October four hundred, and in November four hundred. The average round-trip mileage was twelve miles daily. Types of transportation were school busses, trucks, and cars. In most instances the labor camp employer used the big farm trucks for transporting these children. Many of the families had private conveyances and used them when necessary. The large number of children living within walking distance of the schools were not provided with transportation; however, in no cases were they obliged to walk as much as two miles.

The number of children of seasonal laborers afforded educational opportunity in Ventura County as taken from the school registers were as follows: September, 535 children; October, 1432 children; November, 1432 children. Of the 1432 pupils who were taken care of in the public schools during October, there were three hundred children who transferred from different schools within the county. Two hundred and thirty-four were transferred from Los Angeles County. Only three were new arrivals from Mexico. The rest of them came to school without transfers and it was impossible to ascertain from whence they came.

Fresno County

IN FRESNO COUNTY during November, fifteen classes were maintained for the education of migratory children engaged in the harvesting of cotton. Nine of these were added to the regular schools of the district and six were special schools provided for under the migratory school fund. Thirteen of the fifteen classes were housed on property of the regular school district and two maintained on property of the labor camp employer. Two migratory schools were held in specially constructed schools of two rooms each, which were sanitary and educationally serviceable. They served as a splendid model for the use of these children.

In December nineteen classes were established for the education of migratory children. Seven were held in the regular schools of the district while twelve classes were provided and maintained under the migratory school fund. Sixteen of these classes were held on school district property and three classes were held on property of the labor camp employer.

In January fourteen classes were maintained, all of which were established under the migratory school fund. Twelve were housed on property of the school district and two on property of the labor camp employer.

The nationality of these children was largely Mexican, with a small number of negroes and some retarded white children.

Although Fresno County expended great effort to take care of all the migratory children in the county and made use of every means available to afford them educational opportunity, there were 197 children in a new camp who arrived too late to be entered in the school budget for the year. These children were not provided with educational opportunities during their stay in Fresno County; however, they were provided for in the new school budget.

In November fifteen regularly certificated and experienced teachers were employed in Fresno County during the harvesting of the cotton, in December nineteen teachers, and in January fourteen teachers.

Special supervision and services of school nurses, supervisor of music, physical education supervisor, general supervisor, and supervisor of attendance were provided. Fresno County is particularly fortunate in having a special director of immigrant education whose duty it is to provide and supervise the migratory schools in the county. All teachers are employed by this director of immigrant education and are responsible directly to her.

Transportation was provided by two school districts, transporting between seventy and eighty pupils per day. The County Superintendent provided transportation in two school districts, transporting twenty-five to thirty pupils per day. The average round-trip mileage daily was thirty-eight miles. A large number of children lived within walking distance and others came in Mexican sun cars. Types of transportation are auto busses, trucks, and private cars.

The number of children afforded educational facilities in Fresno County was: November, 960 children; December, 1095 children; January, 925 children.

A Summary

CALIFORNIA'S PROGRAM for the education of migratory children has these important features:

1. Their legal status under the law is clearly defined and their right to an equality of educational opportunity with all other children of the state is established.
2. A simplified curriculum based on minimum state standards which gives instruction growing out of the child's knowledge and experience is being developed.
3. Standards which will guarantee sanitary and educationally serviceable school plants and equipment have been established.
4. Educational opportunity equivalent to the highest standards maintained by the community are required. If the regular school of the district is to have a 360-minute day, so will all of the migratory schools.
5. A definite health program for the care of these children and the protection of other children with whom they come in contact is being used.
6. Interest and coöperation of the social and welfare agencies in regulating the living conditions of migratory families has been secured. It is impossible to raise the educational level of the children if the home environment is to remain as it is today.
7. An effort is being made to secure teachers, especially trained, with a broad social outlook; and salaries which will attract the right type of individual to the service.
8. Lastly and most important, a program of recreation is being provided.

(Continued from page 8)

tions, work of an interesting and instructive kind, as "Idleness is the devil's handmaiden." I always look at the work and commend it if well done. I have discovered in a few instances when idleness and mischief were gaining headway that the work provided was too great a burden for the child. With a change of occupation would come peace and more contentment for all. I encourage helping one another and have been happy to see it done.

Of course, there have been harassing times, but each day is a new day. We start it anew and live it the best we know how. Children are keen observers and I try to be perfectly fair and admit my mistakes if any have been made; to be courteous—often a child's rudeness is our own fault; to have a sense of humor—children love a good laugh, and how some of them will chuckle; to control my own temper—one can always see the disastrous results of the loss of it; and most important, to love the children, and this is not hard to do.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The year is 1931.

The year 1930 went out in California in a burst of educational oratory that resounded from the rostrums of San Francisco, Oakland, Burlingame, Fresno, Bakersfield, Visalia, Los Angeles, Pasadena, San Diego, Pomona, and El Centro in the state's greatest joint institute sessions.

If the teacher or administrator did not get a message for the new year it was because the individual was deaf, dumb, or Christmas shop-minded.

There was a message for the old line teacher to hew to the line and teach solid fundamentals, so that a child at the end of a school year could know that two plus two made four and that Jehoshaphat was not a donkey in the Barnum and Bailey show.

The self-labeled progressive teacher had a message for the child-centered school, in which the active impulses of the knowledge-seeking child are allowed to develop naturally and spontaneously according to intuitive creative abilities and longings, the crushing of which in the past has made such a mess of our modern civilization.

Administrators were admonished to be kind and gentle to the teachers.

Teachers were cautioned to regard the thoughts and words and works of their superiors as of fundamental soundness, while those of the pupils were of finespun gold.

The programs of the various educational meetings throughout California during this last December were based on the theme of "Education for International Friendship and Understanding."

With Germany disarmed and the Allies with more men under arms than in 1914, the sensibility of having this increased armament for the purposes of friendship was made evident.

The fact that the majority of the school administrators and country school trustees are absolutely opposed to teacher tenure as now existing, and that a majority of the teachers of the state are for it, the value of friendship as a general theme was most opportune.

The fact that the classroom teacher is demanding a wider representation in the councils of the California Teachers Association is another voice of the dove crying in the wilderness.

The old year went out in a cold chill. The new year came in with a warm rain to wash away the doubt and pessimism of the past.

January 6 James Rolph, Jr., became Governor of California. "Sunny Jim" became Sunny California's leader.

Governor Rolph goes into the Governor's chair with the spoken determination to be Governor of the whole State of California and not of any one section or clique.

With Vierling Kersey, State Superintendent of Public Instruction of California, inducted into office for a further four years at the same time, educational stability in California is assured.

With Superintendent Kersey in the Governor's Council and the California Teachers' Association in agreement with its own members presenting a united front to the State Legislature, education in California should not suffer.

Yet 1931 may be one of those "croocial" years educationally. With business instability, taxpayer associations belligerent, schoolmen wavering, over-supervised school systems here and there, teachers alarmed over jobs, teacher colleges determined to train larger numbers of teachers for an already overcrowded profession, the new year's tidbits are rather alarming.

But a battle is never won until fought, so here's hoping for success in the year of our Lord, 1931.

Willis A. Sutton, president, National Educational Association, and City Superintendent of Schools, Atlanta, Ga., won his audiences in San Francisco and Los Angeles with his delightful addresses. If the N. E. A. meeting in Los Angeles this summer is not one of the best in the history of that association it will not be through the lack of skillful guidance.

F. L. Thurston, executive secretary of the C. T. A., southern section, was much complimented on the corps of speakers that spoke at the various December education meetings in Southern California.

Robert H. Lane, Assistant Superintendent of the Los Angeles City Schools, was in charge of the Los Angeles institute and arranged for the ten thousand teachers of that city. The institute was held in six units. The teachers could attend the unit most conveniently situated for them. In addition, the popular lecture series inaugurated several years ago was continued. Teachers could thus attend a series of five lectures on one central theme. In this series Doctor Gordon J. Laing, University of Chicago, lectured on Roman private life. Doctor A. Franklin Shull, University of Michigan, addressed biology teachers on five different biologic subjects. For the teachers of speech arts, Miss Mary Agnes Doyle, Kenneth Sawyer Goodman Theater, Chicago, was the leader. Doctor E. A. Ross, University of Wisconsin spoke on social science themes, as also did Doctor Boris V. Morkovin of the University of Southern California. For the teachers of English, Vachel Lindsay had five talks. Manual education and household arts were covered by Edgar H. Wileman, University of California, extension division. Edwin Avery Park, S. P. R. Galleries, New York, had as his theme "An American Art." Doctor Bruce Gordon Kingsley gave some fine programs on the general topic "The Music of Eastern Europe." The modern language teachers heard Doctor Charles H. Handschin, Miami University, Oxford, Ohio.

Twelve counties and sixteen cities attended the bay section meeting of the California Teachers Association in San Francisco in December. The counties and superintendents in charge were: Alameda County, David E. Martin, Oakland; Contra Costa County, William H. Hanlon, Martinez; Lake County, Miss Minerva Ferguson, Lakeport; Marin County, James B. Davidson, San Rafael; Napa County, Miss Eva Holmes, Napa; San Joaquin County, Harry Bessac, San Joaquin; San Mateo County, Miss Pansy Jewett Abbott, Redwood City; Santa Clara County, Joseph E. Hancock, San Jose; Solano County, Dan H. White, Fairfield; Sonoma County, O. F. Staton, Santa Rosa; Stanislaus County, A. Gordon Elmore, Modesto; Tuolumne County, G. P. Morgan, Sonora. The City Superintendents attending were as follows: Alameda, William G. Paden; Albany, John F. West; Berkeley, Lewis W. Smith; Modesto, J. H. Bradley; Oakland, Willard E. Givens; Palo Alto, Albert C. Barker;

Petaluma, Bruce H. Painter; Piedmont, Harry W. Jones; Redwood City, John Gill; Richmond, Walter T. Helms; San Francisco, Joseph M. Gwinn; San Jose, Walter L. Bachrodt; San Rafael, Oliver R. Hartzell; Santa Rosa, Jerome O. Cross; Stockton, Ansel S. Williams; Vallejo, Elmer L. Cave.

TO BE an institute speaker in California requires placement of voice as well as agility of body. Vierling Kersey, State Superintendent of Public Instruction of California, on Monday addressed the Lake County institute and then that of Solano County. On Tuesday he was on the program at a general session in San Francisco. After a 450-mile ride, on Thursday he addressed the general assemblies in Los Angeles.

Chester H. Rowell, publicist and lecturer, had this varied program: Monday, 9 a. m., Berkeley city; 11 a. m., Alameda city and county, Oakland; Monday, 1:30 p. m., Oakland city. Tuesday, 9:30 a. m., general session, San Francisco; Tuesday, 1:30 p. m., international section, San Francisco; a night's ride to Los Angeles; Wednesday a. m., Long Beach; Wednesday evening, Los Angeles City Club; Thursday a. m. and p. m., Bible Institute Auditorium, Los Angeles.

Doctor Boyd H. Bode, department of principles of education, Ohio State University, Columbus, Ohio, talked his way around Southern California in this manner: Monday a. m., Alhambra; p. m., Los Angeles County; Tuesday a. m., Pomona; p. m., Trinity Auditorium, Los Angeles; Wednesday a. m., Riverside; p. m., San Bernardino; Thursday a. m., Los Angeles High School Auditorium; p. m., Patent Leather Room, Ambassador Hotel, Los Angeles; Friday a. m., Bible Institute Auditorium, Los Angeles.

AMONG THE INTERESTING and instructive section meetings in the bay section was that of the classroom section, held under the chairmanship of Ethel Dorn Ruff, San Francisco, and the secretaryship of Dorothy J. Parker of the Jean Parker School, San Francisco. "Humane Education and Its Relation to 'World Friendship'" was the subject of Effie E. Smith, principal of the Frank McCoppin School, San Francisco. "Enlarging Our Boundaries" was the topic of Evaline Dowling, chairman, world friendship committee, Los Angeles city schools. There were in addition round-table discussions of social studies, character education, and language, besides several demonstrations of folk songs and pageants.

JOSEPH MARR GWINN, president of the California Teachers Association and Superintendent of San Francisco City Schools, and Roy W. Cloud, executive secretary of the California Teachers Association, are being counted upon to safeguard the educational interests of the state and teachers in the newly convened State Legislature.

THE DECEMBER report to the Governor's Council by Vierling Kersey, State Superintendent of Public Instruction of California, includes some interesting items. It comments upon the meeting of the National Council of State Superintendents of Schools and Commissioners of Education held in Detroit December 8 and 9, which Superintendent Kersey attended. A statement is made regarding unemployment and the responsibility of education. The vision of the new elementary school curriculum as in process in California is presented by Miss Helen Heffernan, chief, department of rural education of California, who comments upon the volume by the California curriculum commission titled "Teachers' Guide to Child Development, Primary Unit." Andrew P. Hill, Jr., chief of division of schoolhouse planning, gives a survey of that department's work. Figures are cited stating that the department has saved some $150,000 this last year by advice to various communities in the state as to the suitability of plans submitted. Superintendent Kersey reports upon the progress of the last four years of educational opportunities for the increasingly large number of pupils furthered by new buildings, equipment, and new courses of study.

ONE OF THE RESPONSIBILITIES of a bookman's life is to be certain places at set times. The fact that California has a length of twelve hundred miles is no deterrent of movement. To leave Burlingame at noon one day and that evening view the dazzling lights of Hollywood Boulevard makes the hours interesting. Salinas, King City, Paso Robles, San Luis Obispo, Santa Maria, Santa Barbara, Ventura. The Cuesta Grade, the Gaviota Pass, fifty miles of highway along an ocean dark in the starlight, constant traffic, not a cloud overhead, mere passage of time.

Then through the orange groves of Pomona, Ontario, Colton, Redlands, up and through the San Gorgonia Pass, down into the desert of Coachella Valley and Palm Springs with its Washingtonia palms and the new homes of those making that region a winter paradise. The Desert Inn and a huge fireplace and sustenance. Off again through the mesquite and date groves of Coachella, past the Salton Sea, and a few hours' ride below sea level into El Centro and the Barbara Worth Hotel. Some seven hundred miles in a few hours. Four by air, eighteen by automobile, twenty-four by train.

The reason—to ferry Harr Wagner, editor of the WESTERN JOURNAL OF EDUCATION, from one talk on "Joaquin Miller and His Other Self" at Burlingame to four at El Centro.

THE IMPERIAL COUNTY INSTITUTE was in session on Wednesday, Thursday, and Friday, December 17, 18, and 19. Speakers included Doctor Walter F. Dexter, president Whittier College; Doctor H. T. J. Coleman, professor of philosophy, University of British Columbia; Doctor Maxie N. Woodring, associate professor of education, Columbia University; Doctor Howard R. Driggs, professor of English education, New York University; Doctor Samuel W. Grafflin, West Side Y. M. C. A., New York City; Harr Wagner, editor WESTERN JOURNAL OF EDUCATION; Miss Corinne A. Seeds, principal, University Elementary School, University of California at Los Angeles; and Ritchie C. Smith, representative of Ginn & Co., was on the program for a music demonstration.

The occasion was a fitting climax to the career of Horace C. Coe as Superintendent of Schools, Imperial County, who retired from office December 31. The demonstration of esteem that the teachers and administrators of the valley felt for Mr. Coe was evidenced in material ways. B. M. Gruwell, Superintendent of El Centro City Schools, in presenting a fine radio to Mr. Coe from the teachers of Imperial County expressed the wonderful appreciation they felt for his eight years of guidance and counsel. At a luncheon held under the auspices of the Brawley Teachers Association in the Blue Room of the Barbara Worth Hotel, presided over by George R. McIntire, District Superintendent of the Brawley Schools, Mrs. Virginia Huston of Brawley gave a delightful tribute to Mr. Coe for his personal help to her and the help he had extended through the years to other teachers in the Imperial Valley. Superintendent Coe in his replies on both occasions was at his best and he spoke memorable words.

ONE OF THE outstanding features of the Imperial Valley institute was that only one speaker was programmed for a morning or afternoon session. The speaker had plenty of time, the audience could absorb the address, and no one was tired.

MRS. B. M. GRUWELL, president of the Women's Club of El Centro, had Harr Wagner as the guest speaker at their December meeting. His subject was "Joaquin Miller and His Other Self."

THE BRAWLEY TEACHERS ASSOCIATION was recently formed for the study of educational problems. It has fifty-five members. Mrs. Alice McVey is president of the association.

B. M. GRUWELL, Superintendent of the El Centro Schools, has one of the most attractive school offices in California. The office is made doubly attractive by his charming secretary, Mrs. Lucile Kliegel, who is the first greeter of all visitors.

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Bookplate Collecting

[EDITOR'S NOTE: When the Eighth District of the California Library Association held its annual meeting in Quincy, Plumas County, on September 27, 1930, Miss Lenala A. Martin, librarian, Lassen County Free Library, told in the following delightful paper of her hobby as a collector of bookplates.]

THE OLDEST BOOKPLATES were undoubtedly armorial. The ownership would be indicated by symbols of the house to which the owner belonged, and anyone could recognize the plate whether a person could read or not. As very few people could read at that time, the name of the owner was omitted and only symbols used. Gradually, as learning became more widespread, the name was placed on the plate. More subjects were introduced into them, as people not possessing arms acquired bookplates.

We find that bookplates made their first appearance in the fifteenth and sixteenth centuries in Germany. We find bookplates made by such early artists as Durer, Cranach, and Holbein. In fact, the earliest date found is 1480. From this date they appear in many European countries, and in 1642 we find the first American plate.

Many interesting and noted people had bookplates, such as George Washington, whose plate is now very rare, and also other of our presidents. Paul Revere engraved some fine examples. Hogarth in England, among other artists, designed plates for prominent and noted people such as Byron, Cowper, Dickens, Lamb, and Walpole. Today noted artists in other fields doing bookplates are Brangwyn, Blashfield, Daniel Chester French, and probably many others of like prominence.

The requirement of a good bookplate is artistic merit or personality or both. For artistic qualities one needs the artist with feeling for design and a knowledge of the prospective owner. Suitability of size should be considered. Some owners have their designs printed in two sizes so that a medium or large plate will not be placed in an undersized book, giving a grotesque rather than artistic effect. Some of our noted artists of bookplates today are James Guthrie, Sidney L. Smith, William Barrett, Ralph Pearson, J. J. Jankes, Allen Lewis, Sydney Hunt, Spenceley, and Edwin Davis French.

Artistic quality is the first thing to consider in a bookplate. Haldane MacFall in his article on Frank Brangwyn in the *Bookplate Annual* for 1921 emphasized this point. A bookplate should be just as carefully considered as any other piece of art whether it is a rug, a piece of furniture, or a painting. Ralph M. Pearson, the noted etcher and designer of bookplates, states that a plate may be considered from two angles. One is that it is considered as a label and the other that it may be looked at as a work of art. The label type is considered from the standpoint of the personality of the prospective owner. His hobbies, pursuits, and historical background should be considered. With artistic quality in the object, all consideration of the above qualities are dropped except in so far as a united number might come within the limitations of the design. It seems to me the ideal plate is one which is a work of art and yet expresses within its design in atmosphere, if not in subject matter, the personality of the owner. One might say, however, the very fact that a person has an artistic plate (even containing no tangible suggestions) expresses the personality of the owner in regard to his love of the beautiful just as the fact that he owns a bookplate expresses his being a book lover though a book is not placed in the design of the plate. Many artists say, why picture the obvious? Mr. Fisher is one bookplate artist, and a real artist he is, who often includes a book in his designs. His books are so much a part of the design and pop out at one in such delightful ways that one may easily be convinced a book is necessary. After all, the taste of the owner will have to decide which one of our many fine bookplate artists will best express what he wants in a plate.

The canting or punning bookplate holds interest for many. As the canting coat of arms was the earliest type, it is not surprising that it is still popular. The Fish family was easily recognized by the sacred cod on its shield, the Wingate household by a gate, and so on. Horses were used for Coltmans, Colts, and Trotters. Sometimes the pun is on the initials, such as O. A. K. The ranges of styles and types are very broad. There are besides the canting and armorial bookplates the humorous, pictorial, portrait, silhouette, floral, and so on. They can be executed in a number of ways such as etching, engraving, book block, pen and ink, wash drawing, pencil, hand done, or finished by photographic process. For amateurs, lino cuts are very satisfactory. In fact, any design or process may be used so long as the artist keeps within the limits of his chosen material.

Much interest has been shown in museums and libraries in gathering a collection since Miss Jenkins of Bath, England, brought together what is supposed to be the first one. This was in the nineteenth century. The British Museum now has over thirty-five thousand and the Metropolitan twenty-five thousand. The Library of Congress has a collection, also.

Bookplate collecting was a gradual development among the people and attained its height in the 1890's. At the present time there still exists a normal, healthy interest in exchanging plates. The American Society of Bookplate Collectors and Designers sends to members each year with the yearbook an exchange list stating the desire of the collector. This membership is open to anyone interested. The California Bookplate Society creates interest through its yearly exhibit and luncheon.

This type of collecting is like all other types in that one can spend a great deal of money in buying rare plates. However, for the modest purse, it is not necessary to buy plates if one has a plate to exchange, and bookplate collectors are very responsive and generous in exchanging. To me, half the joy of receiving a bookplate for my very modest collection is the friendly letter which comes with it. Sometimes the letter is just a short note, but more

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often a description of the plate and a kindly message is included. May I read parts of several letters I have received? I have three very delightful letters from one collector which are indeed worth hearing. He says, "I send you a copy of my bookplate, which has the merit (if it be a merit) of being entirely original, including the legend which runs 'round it. I designed and executed the plate with the intention of indicating that I sometimes, as a hobby, do little things in the way of illuminated, manuscribed books. I need not, of course, tell you that I am not an artist. If you do not care for it, there is always a near-by wastebasket into which to drop such things. If you like it, I shall be glad."

A year later this letter came: "The inclosed bookplate of my wife's burlesques a habit we have of my reading aloud in bed for about an hour after we retire, while madame knits or crochets. The drawing was made by Miss Cora Gibson, a young art student at the Pennsylvania Academy of Fine Arts, here in Philadelphia, who was formerly a pupil of Mrs. A's in the public schools. It is her first attempt at drawing for reproduction, so that we think she did very well. I am not asking an exchange (as a matter of fact, I owe you one), and you need feel no obligation to acknowledge its receipt." Needless to say I sent him one. A year later I received another plate and this letter: "Here's my latest attempt at a bookplate. This is what I call a synthetic one. It consists of a picture lifted from a newspaper advertisement, to which I have added a border and some lettering. It is intended for such books as my wife and I regard as peculiarly joint property, either because they have been specifically given to both of us, or for something in their character. The dreams to which it makes reference, I might explain, are of the 'day' variety." I feel as though I know Mr. Althouse, though I have never so much as had a glimpse of him.

Mr. Fitzpatrick of Sydney, Australia, writing for exchanges for a collection he was gathering for their national library ends his letter with this: "In my judgment anything that will bring the great United States of America and the United States of Australia closer together is worth while. . . . Maybe the mere exchanging of bookplates may help to create a better understanding between these two great English-speaking nations, and do a little toward the promotion of the world's peace, for which we all so earnestly hope."

Though my collection of plates is very small, I have them from a number of countries, showing a world-wide interest in collecting. Ireland, Scotland, England, Australia, Canada, Switzerland, Holland, Belgium, and Russia are represented in my collection. I am only listing foreign plates I have received from these countries. Other foreign plates are acquired through general exchanges.

If one possesses a personal plate, a great deal of enjoyment and pleasure can be derived from gathering a collection. As there are many thousand people owning plates, a collector sometimes limits his exchanges to a certain type, such as etched or engraved plates or those by a few and select artists. Perhaps one person may want children's plates and another library or physicians' plates. Collecting becomes a fascinating game and when a letter comes asking for an exchange to add to "a modest collection of three thousand of one and nine thousand of another type," do not get discouraged but "hitch your wagon to a star" and enjoy fully the one or two hundred you have acquired, for, after all, one absorbs more fully the beauty of a small collection. If you want a hobby try this one, as it holds a variety of interest and many thrills.

Bookplate Collection in State Library

THE CALIFORNIA STATE LIBRARY owns a rather modest but very interesting collection of bookplates. No especial effort has been made on the part of the institution to build up a notable collection of plates other than those designed by California artists or owned by California institutions or residents.

The plates which have found their way into the collection by way of exchange or gift have been mounted and catalogued by owner, designer, and type.

We have a group of 325 armorial plates of English design; many of quite an early date—seventeenth and eighteenth century. It might be of interest to collectors to learn that the library has one hundred or more duplicates of plates of the above type which it will exchange for individual or institutional plates.

In addition to the armorial plates, the library has a collection of about four hundred pictorial plates and about one hundred labels.

The department of Californiana of the State Library has given considerable attention to the collection of plates owned or designed by Californians. This group numbers several hundred plates.

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CHARITY and personal force are the only two investments worth anything. — *Walt Whitman.*

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THE NEW PATH TO READING, My Second Primer, by Anna D. Cordts. Price 52 cents. Published by Ginn & Co., 15 Ashburton Place, Boston, Mass. This book is especially adapted to follow the primer in "The New Path to Reading" series. Because of the nature of content and vocabulary this book is preferable to any other reader which may be used to follow "The New Path to Reading" primer.

NATURE STUDY, Book Two, by John H. Gehrs. Published by the American Book Company, New York. Price 80 cents. The material in this book is simply and logically organized. It is written in a style which should be interesting and intelligible to children from ten to fourteen years of age. This book contains many helpful suggestions to the teacher and pupil for field and laboratory work by means of which the subject matter may be developed as far as the limits of time and material make possible.

STERLING A. LEONARD, associate professor of English at the University of Wisconsin, and Harold Y. Moffett, associate professor of English at the University of Missouri, have written a series of three books called "Junior Literature," with Maurice W. Moe, West Division High School, Milwaukee, Wis., assisting with the third book. The series is published by the Macmillan Company of New York, and prices are as follows: Book I, 597 pages, $1.24. Book II, 615 pages, $1.24. Book III, 654 pages, $1.48.

JUNIOR LITERATURE is suitable from the sixth to eighth grade. Each book has a brightly colored picture in the front, with many black-and-white illustrations scattered throughout. The content consists of short stories from famous authors of standard literature. The objective of the authors was to prepare the selections in a delightful, readable way so that the pupil would develop an appetite for good reading. In the back of each book there are several pages given to the discussion of helps and questions.

SELECTIONS from "Brief Mention of Basil Gildersleave," edited with a biographical sketch and index by Charles William Emil Miller, professor of Greek, Johns Hopkins University, and published by the Johns Hopkins Press, Baltimore, Md. Price $4.50. 489 pages, size 6 x 9. The book contains an interesting sketch of the author, and a complete list of his publications is an important part of the book. The content of the book is so rich in classical reading that it is a real contribution to the scholarship in these days when so frequently it is necessary to read a hundred pages of words, words, words, to get one idea. Here are comments on Aspasia, Pindar Herodotus, the Greek Goat, Horace, Plato, and more than one hundred subjects treated in a vital, original, and scholarly way. It is a rare book—although not a best seller, it is distinctively worth while.

THE LONE COWBOY, MY LIFE STORY, by Will James. Published by Charles Scribners & Sons, New York. Price $2.75. Each chapter is illustrated by the author, who is a natural artist. It is on very rare occasions that we have such pleasure as to have books both written and illustrated by the same person. There are many books written on the West, but "The Lone Cowboy" stands alone for its superior qualities. This book of Will James tells how he lived as a boy, having been left an orphan at a very tender age, his varied experiences on the range, and his different fascinating adventures as a child. He had always wanted to be an artist. This talent was realized when he wrote several other books, illustrating them himself. His other works are: "Smoky," "Cowboys North and South," and "Sand." To get the real value of "The Lone Cowboy" everyone should have a copy. It is the kind of a book that interests the youths of our country in the great out of doors.

HOLIDAY FESTIVITIES

THE HOLIDAY SEASON at Hotel Sir Francis Drake in San Francisco was an event which glittered with the very brilliancy of the crown jewels, and a jovial spirit pervaded every nook and corner.

Christmas at the Drake was emphasized to the fullest. A huge sparkling fir tree, heavily laden with gifts for the children, added a seasonal note to the regal splendor of the Renaissance Lounge with its vast, crackling, long-burning fireplace.

A special Christmas concert program was arranged by the eminent violinist, Ferdinand Stark, and his all-artist instrumentalists.

An outstanding and unusual *"grand geste"* was the New Year's Eve party held by the Sciots at the Drake. The house was theirs—the hospitable doors to all dining-rooms were swung wide open to them and to their guests. With an augmented, syncopated orchestra, knock-out noisemakers, and colorful favors, Old Father Time, 1930, with his cry of recession and depression, was sent into deep oblivion. A dinner of amazing culinary delights was served by that master French chef, George Vivian, to their several hundred guests.

Joyfully perfect, it was sartorially one of the smartest gathering of the holiday season. The hilarious entertainment was under the guiding baton of Dick Glissman and his confreres.

Statistics at the Hotel Sir Francis Drake, according to L. W. Huckins, managing director, indicated a commendable increase in Thanksgiving Day, Christmas Day, and New Year's Day dinners.

COLUMBIA THEATER

"LOST SHEEP," in which America's ace of comedians appears at the Columbia Theater, tells in a series of laugh-provoking situations what happens to a minister, his wife, and three charming daughters, who are mistaken for citizens of, to say the least, questionable character.

Not that Errol, the famous "rubber-legged" star of innumerable "Follies" shows, turns clerical in "Lost Sheep." Errol appears as the Honorable Arthur Topham, and during the time he is on the stage, which is during most of the show, he keeps his audience in a constant state of hilarity. He does his share to complicate life for Reverend Wampus and his wife and daughters, who inadvertently find themselves residing in a dubious quarter of the town.

Errol has surrounded himself with a cast of utter perfection, which includes May Beatty of London and Australian fame, Colin Campbell, Lorna Balfour, Sylvia Clifton, Phyllia Coghlan, Reginald Sheffield, and others. "Lost Sheep" and Errol will be seen at the Columbia nightly including Sunday, with matinées on Wednesday and Saturday.

Following the current attraction at the Columbia Theater the celebrated Hungarian star, Mitzi Hajos, will be seen here in the ultra modern comedy with songs, "Gypsy Adair." The play was written by Myron C. Fagan, who has to his credit such stage successes as "The Little Spitfire," "Nancy's Private Affairs," and "Hawthorne of the U. S. A."

RUDOLF LINQUIST has been appointed president of Chico State Teachers College. He succeeds the late C. M. Osenbaugh. Doctor Linquist is exceedingly popular with his associates and has achieved a reputation as a safe, sound, and progressive educator in the Oakland school department. There were over sixty schoolmen and women considered for the position.

The Board of Education has reëlected Superintendent Joseph Marr Gwinn for another four-year-term—1931 to June, 1935.

TALKING TOGETHER

Florence Hale on N. E. A. at Los Angeles, in January Issue of "Grade Teacher"

THIS SUMMER all roads for school people lead to Los Angeles since the N. E. A. is to meet in that lively California city. The rates being advertised by the various railway companies are unusually good this year. For example, one company offers a round-trip ticket for only $164 (exclusive of berth) between Augusta, Maine, and Los Angeles. How could anyone hope to get a more wonderful summer trip of that length for such a price? A pessimistic soul at home, who is so busy seeing the "catch" in all propositions that he misses a lot of the blessings of life, said to a group of us, "That sounds well, but you want to estimate that it will cost you about four times that amount before your trip is done. They'll keep adding extras!" Those of us who have traveled under the auspices of any of the first-class railroad or steamship companies in recent years know that such a statement is greatly exaggerated. Of course, a teacher can make the expenses of any trip mount up as high as she may wish. If one is a spender and buys of every boy who comes through the train barking his wares, or if one purchases knickknacks and souvenirs at every station and selects at meals the costliest viands on the bill of fare, one's expenses will mount accordingly, but the railroad or steamship company cannot be blamed for that. For the last five years I have traveled at least once a year across the continent. My route and expenses are always planned for me by one of the first-class railroad companies and in every instance I have found their expense estimates and time schedules absolutely accurate.

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2. **What are its aims?**
   To benefit the children of California by:
   a. giving impetus to progressive movements
   b. holding fast to that which has been found worthy of preservation
   c. improving teaching conditions
   d. protecting interests of teachers
   e. unifying the educational forces of the state.
3. **How much are the dues?**
   $3.00 each calendar year.
4. **What use is made of funds collected?**
   The funds care for:
   a. legislative programs in interest of schools
   b. annual conventions for teachers
   c. headquarter maintenance
   d. publishing and distributing Sierra Educational News.
5. **What is its form of organization?**
   It is a representative service society in which the Council of Education, through various committees, studies school problems and suggests forward movements of all educational activities.
6. **What benefits may a member expect?**
   A member may expect:
   a. a high class, professional journal every school month
   b. the service of energetic, careful teacher placement bureaus
   c. advice and assistance when needed
   d. stimulation and satisfaction from membership in a large well organized group
   e. an opportunity to serve by participation in association activities
7. **What has the California Teachers Association accomplished?**
   The Association has elevated the standard of the profession by:
   a. securing increased financial support e. g. (Amendment No. 16, Wright Act, Rural supervision, Retirement)
   b. raising standards of certification
   c. securing legislation which has protected the interests of the members
   d. preventing adverse legislation
   e. creating and promoting a definite program for better school conditions.
8. **What may be expected in the future?**
   Future programs which will include:
   a. thoughtful study of all school needs
   b. definite legislative programs
   c. research studies to develop thought and action.
9. **How many members has the organization?**
   36,507 loyal California teachers, July 31, 1930.
10. **Why should I join the California Teachers Association?**
    Because of its accomplishments. I am employed in the largest single organization in the State of California (the state school system); therefore I should do my individual part to maintain its leadership.

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FEBRUARY, 1931

ARTHUR R. CLIFTON

Arthur Clifton, Superintendent of Schools of Monrovia, has been appointed as Superintendent of Schools of Los Angeles County, vice H. S. Upjohn, resigned. Mr. Clifton is a native of Wisconsin and a graduate of its university. He has been at Monrovia since 1913, and he has always taken an active part in all educational and community activities. He is a man of fine personality, and has a delightful sense of humor, a real human being, with lots of red blood. He will have a big job as the successor of Upjohn, Mark Keppel, and other noted administrators. Los Angeles County now has an assessed valuation of $3,497,190,822, 4009 square miles of territory, 18,000 teachers, 594,900 pupils, 2,206,-492 population. A great county! A great opportunity for real service!

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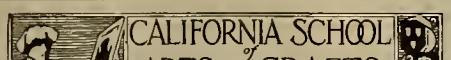

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OBSERVING ARBOR DAY

By BELLE L. DICKSON
Author of Plans and Activities for Primary Grades

SINCE ARBOR DAY in California very appropriately falls upon Luther Burbank's birthday, it is but natural that California teachers should bring to their pupils' attention the fascinating story of the life and work of this outstanding citizen, who died a few years ago at his home in Santa Rosa. And in other states as well, the children should know something of the wonderful achievements of Luther Burbank, the "plant wizard." Just after Burbank's death in 1926, a most interesting account of his adventures with trees, flowers, fruits, and vegetables was published in several installments by the *Saturday Evening Post*. This material should be preserved by every county librarian and made available for classroom use.*

Tree-Planting Exercise

UNLESS WEATHER CONDITIONS make it impractical, the planting of a tree or shrub on the school grounds is a most fitting way of observing Arbor Day. This may be made a memorable occasion by having every child participate. A few brief talks may be given by the older pupils and songs and recitations contributed by the younger members of the group. Each child may write his name on a slip of paper and the slips be placed in a bottle and buried along with the roots of the tree. Then, each may have a voice in the selection of a name for their tree and in choosing the child to christen it.

In addition to emphasizing the economic and æsthetic value of trees, such an exercise cannot fail to arouse a feeling of civic pride. A suggested program follows:

"Birthday Song," by Ada Kyle Lynch.

"Burbank's Message," from "Burbank, Plant Lover and Citizen," by Ada Kyle Lynch, published by Harr Wagner Publishing Company.

"The Child's World," Elson Readers, Book IV.

"The Year's at the Spring," Browning.

Reading for Appreciation, Book I, Grady and Klapper.

Talks: Luther Burbank and His Experiments With Fruits and Vegetables. Burbank's Work With Flowers.

Recitations: "Training a Human Plant," page 230, Book VI, Modern School Reader; "Results and Roses," Edgar Guest; Readings for the Sixth Year, Grady and Klapper.

Announcement of Wild Flower Exhibit: Burbank's Work With Trees. "The Tree," Björnson, the Elson Reader, Book IV. "Trees," Joyce Kilmer (sing with victrola); Readings for the Sixth Year, Grady and Klapper.

"An Arbor Day Tree," Bolenius Fourth Reader. Planting and Christening of Tree.

"What Do We Plant?" Abbott; Readings for the Fifth Year, Grady and Klapper.

If Bird Day also is to be observed March 7, the following numbers may be included, but should come before the part of the program devoted to trees:

Talk—Birds of Our Neighborhood.

Song—"Robin's Rain Song," Lillian Mohr, the Music Hour, Book II.

Talk—Our State Bird.

Talk—My Favorite Bird Story.

Poem—"The Bluebird," Miller.

Talks—Why I Joined the Audubon Bird Club.

Planning a Flower Exhibit

WHAT A BOND of sympathy exists between children and birds and flowers! Certain it is that the idea of holding a wild flower exhibit will be greeted with eager interest by a group of children.

April 4, the date of the annual flower show in San Francisco, will probably find the wild flowers at their best in many localities. The exact date, however, is of minor importance. Preliminary plans may well be laid on Arbor Day. At this time committees may be appointed, invitations planned, books and pictures made available, drawings colored with crayola or water color, and posters prepared.

The several weeks intervening will give ample opportunity for teaching the characteristics of the more common species, for explanation of the California law in regard to the picking of wild flowers, and for showing pupils how to pick flowers carefully and giving practical experience in their care and arrangement. In the upper grades a wild flower guide for the western states may be helpful.

Many stories, poems, and legends should be read and enjoyed, especially in the lower grades. After enjoying and discussing "Afternoon on a Hill," by Edna St. Vincent Millay, the following was contributed by a primary pupil:

Hundreds of pretty trilliums
Grow near the path where I stood,
But I wouldn't want to pick them,
Not even if I could.

Among specimens exhibited in the northern part of the state in April may be the following, although other varieties will doubtless be entered, depending upon the date of the exhibit and the locality in which it is held: Azalea, bluebells, baby's-breath, buttercups, bachelor buttons, California poppies, creamcups, coltsfoot, daisies, huckleberry, iris, laurel, myrtle, mustard, oso berry, twin berries, wild currant.

Joining the Audubon Bird Club

OF ALL FORMS of nature experience none is more delightful than a trip to field or forest or seashore to observe the habits of our bird neighbors. Every child should have the privilege of this first-hand nature experience and, of all seasons, spring offers most advantages for such trips. That the teacher knows little of natural science matters not at all; let her become a student with the children. Understanding our environment leads to a

* "Luther Burbank, Plant Lover and Citizen," with musical numbers by Ada Kyle Lynch, 80 cents. "The Early Life and Letters of Luther Burbank," by Emma Burbank Beeson, $2. This book, by the sister of Luther Burbank, gives a viewpoint little touched upon by any other author. The reader, after finishing the book, feels he has caught a glimpse of Luther Burbank, the man.

greater appreciation of it, and this in turn should result in happier, more contented citizens.

The spring is just the time to organize the nature study a little more closely by forming an Audubon Bird Club and joining the national association. The three requirements are simple: First, a member must promise to find out all he can about birds both from his own observation and from reading, then he must promise to protect them at all times, and finally he must pay ten cents for his membership fee. If dimes are scarce, the pupils may give an entertainment or each may earn his ten cents at home. This is applied toward the cost of printing the six booklets and the Audubon bird button sent to each new member.

For information write the secretary of the National Association of Audubon Societies, 1974 Broadway, New York City.

Some References on Trees, Flowers, and Birds

Spring:
"The Coming of Spring," Nora Perry; Readings for the Fifth Year, Grady and Klapper.
"Spring," Celia Thaxter; Child Classics, Third Reader.
"March," William Cullen Bryant; Readings for the Sixth Year, Grady and Klapper.
"Poems on the March Wind," Kate Greenaway; Smedley and Olsen, First Reader.
"The Boy Who Hated Trees," Smedley and Olsen, Third Reader.
"I have a Tree," Kate Greenaway; Smedley and Olsen, Second Reader.
"Spring," Smedley and Olsen, Second Reader.
"March," Wordsworth; Pathway to Reading, Book V.

Trees:
"Woodman, Spare That Tree," Lincoln, Seventh Reader.
"An Arbor Day Tree," *Youth's Companion;* Bolenius, Fourth Reader.
"Talking in Their Sleep," Edith M. Thomas; Elson Reader, Book IV.
"Our Tree Friends," Reading and Living, Book I, Hill, Lyman, and Moore.

Luther Burbank and Flowers:
Saturday Evening Posts, 1926.
Stories of Luther Burbank and His Plant School, Charles Scribner & Sons.
"Real Americans," Wade, pp. 153-191.
"Mary's Garden and How It Grew," Duncan.
"Adventures Among the Garden People," Jane Freyer.
"The Garden Book for Young People," Lounsberry.
"Beginning to Garden," Wodell.
"Harper's Book for Young Gardeners," A. H. Verrill.

Birds:
"The Brown Thrush," Lucy Larcom; Elson Reader, Book IV.
"What Bird Is That?" Chapman.
"A Year in the Wonderland of Birds," Hawksworth.
Bird Stories From Burroughs.
"The Children's Book of Birds," Olive Thorne Miller.
"Travels of Birds," Chapman.
"Bird Stories," Patch.
"The Blue Jay; Sometimes Bad, Always Brilliant," Hill, Lyman, and Moore, Reading and Living, Book II.
"Don Q, a California Quail," Hill, Lyman, and Moore, Reading and Living, Book III.
"How to Know Bird Songs," Hill, Lyman, and Moore, Reading and Living, Book III.

THE TRIAL OF THE WOODSMAN

(Republished by Request)

By IRMAGARDE RICHARDS

OUTLINE OF THE PLOT

[Twenty-one speaking parts, seven silent parts, chorus of young children.]

SCENE I: The accusation.

California, Spirit of the Coast Redwood, Spirit of the Sierra Redwood, Spirit of the Douglas Fir, Spirit of the Sugar Pine.

The tree spirits accuse the Woodsman of destroying the ancient forest and of robbing California of her beauty, while she does nothing to prevent his crime or to punish it.

SCENE II: The Woodsman is brought to trial.

Spirits of three Indians, Woodsman.

The Woodsman is brought before California. She tells the tree spirits that she will show him the punishment that will come to him.

SCENE III: His doom is pronounced.

Spirits of Forest Beauty, City Ugliness, Snow Banks, Streams, Lakes, Rivers, Wells, Flood, Fertile Soil, Barren Soil, Famine.

These spirits show the Woodsman what will happen if he goes on cutting down the trees. All the spirits curse him for his crimes.

SCENE IV: His defense.

Spirits of the Orange tree, the Eucalyptus, the Date Palm.

The trees that the Woodsman has planted and cared for plead for him.

SCENE V: Arguments for and against the Woodsman.

The Forest Ranger, the Lookout, the Fire Fighter, the Aviator.

The Sierra Redwood pleads for him because he is protecting the Sierra Forest now. The Coast Redwood accuses him again because he is still destroying the coast forests.

SCENE VI: A new defender.

Spirits of the Young Redwoods.

The young trees that he has planted in the cutover coast lands plead for him and soften the anger of the ancient Coast Redwood.

SCENE VII: The judgment.

The Woodsman promises to destroy no more trees, but to take care of the forest. California promises him abundance and happiness if he preserves the trees and values them for their usefulness and their beauty.

THE SCENE is a grove of redwood trees with a background of bay and strait, as in the Great Seal of California. In the foreground is the seated figure of California, and the figure of the sleeping grizzly is suggested at her side.

(The Spirit of an Ancient Sempervirens enters.)

SEMPERVIRENS: California, Mother of us all, hast thou forsaken the eldest and the mightiest of thy children?

CALIFORNIA: I have forsaken none of my children, Spirit of the Redwoods! I suffer with the greatest or rejoice with the least of all the children that take life from my mountains and lowlands. Thy head is bowed with sorrow. Tell thy tale.

SEMPERVIRENS: It is a tale, great Mother, as thou knowest well, that begins in the dim mists of time. When I stood, a little sapling on thy coastwise hills, swaying in the wind and sun, far across the sea great Cæsar's legions were tramping across Britain's moors, and Lord Christ walked the fields of Galilee. As the centuries rolled on, mighty empires came and went, long weary wars dragged out their length and were forgotten. But here in thy green aisles was peace. Through the ages my branches slowly rose above thy forest, upward toward the sun. Men came and went in my groves—a gentle race of red men who harmed me not, but loved and honored me. Others of thy children, firs and pines, grew at my feet, grew to be tall and splendid trees, grew to old age, and death struck their hearts. They fell and rotted through the centuries, and their children stood in their places, but I grew on, clean, sound, strong, a thousand years—and then another thousand.

CALIFORNIA: Spirit of the Redwoods, it is no new tale you tell me. Thy vast and mighty pillar of strength, thy green and glorious crown, are they not the pride of my heart, the enduring glory of my name? No other land on this great earth of ours, no land but California boasts such a glory as this I have in thee—in thy vast strength, thy beauty, and thine uncounted centuries of steadfast growth. But it was a tale of sorrow thou has come to tell me. Speak it quickly!

SEMPERVIRENS: Aye, quickly! For it was like a flash of the storm that it came to me! One day a new face in my groves—a

white face—a new sound in thy solemn sunlit aisles, steel biting into my flesh, the terrible crash of falling giants! We are gone, O Mother California! We, thine eldest and mightiest children, lie low, destroyed utterly! Where we stood, in green and golden splendor, tall, mighty pillars, straight and red, rising through the forest to the sun, is desolation! Bared earth, ugly with burned and splintered stumps—dusty, desolate! And he lords it in thy land, the White Face, and thou dost suffer him to go unpunished!

(During this speech other spirits move into the scene, the Spirit of the Giant Sequoia of the Sierras, of the Douglas Fir, and of the Sugar Pine. Spirit of California is bowed with grief.)

Gigantea: I, too, accuse him, Mother of us all! Even more ancient than our cousins of thy coastwise hills are we, the Giants of the Sierras, and mightier are we in girth and towering crowns. We, too, have fallen by the tens of thousands at the biting ax of this invader. Gone, we can never come again. Never more shall this earth see a race so mighty, so glorious, as ours. And thou dost suffer him, the invader, the destroyer, to go unpunished!

Douglas Fir: Not so ancient are we, Mother California, the Firs of thy mountains, not so tall and not so great as our Lord Sequoia, yet the suns and rains of hundreds of years have nourished us on thy breast. We, too, fall and pass, and come no more, but the invader laughs and goes his way. Hast thou forsaken us, Mother California?

Sugar Pine: Not so great were we, but the fairest of thy children; greatest still amid the lesser forest, swaying in grace and power, singing the deep song of thy forest glory through the quiet years. We fall, we fall! We can never come again! Canst thou not stay his hand, O Mother, and save, if only a remnant of us, to sing of thine old forest and its glory?

Sempervirens: A remnant, aye, a remnant, California! Hark, even now the ax strikes at the heart of thy last mightiest grove! Canst thou endure to sit unmoved and lift no hand to save us, even a remnant?

(While he speaks, the strokes of an ax are heard off-stage and, as he concludes, comes the crash of a felled tree, followed by cries of terror and outrage from all on the stage. California rouses from her attitude of sorrow, stands, and strikes her spear on the ground. Three Indians appear.)

California: Spirits of my vanished races, bring him before me—he that drove your fathers into the shadows, he that brings death to the mightiest of my children. Speed!

(The Indians go, reappearing at once. Two lead by the arms a struggling Woodsman. The third carries a woodsman's ax which he lays at the feet of California. The Woodsman struggles, shouting defiance, and is finally held, crouching sullenly at the feet of California.)

California *(to the Indians)*: Loose him! *(To the Woodsman)* Arise!

(They loose his arms and he starts to rise stealthily, as if to break for freedom. But his shifting eyes fall on the face of California, bending above him, sorrowful but majestic. The eyes of the Woodsman never leave her face as he rises slowly to his feet, to his full height, lifting his head proudly, his face slowly illumined by a look of joy and wonder as he becomes conscious of the beauty of California. As she meets his gaze, for a moment her face loses its sorrow and she wears the look of a proud land, facing a splendid destiny. Then the lines of stern sorrow return to her countenance.)

California: O green Sequoias and Giants of the Sierras, Firs, and Pines, and ye kindly race of Redmen, it is true ye are all my children. Dearly I loved you all, faithfully I have nursed you and fed you through the long ages. Now he has come, this White Face, to lay you low and to rob me of my children. Yet, O Spirits of the Past, he, too, is my child! He came as once ye came—I know not whence! I only know that him, too, I must hold to my breast and nourish, though even as he feeds on my bounty he tears the crown of beauty from my brow and leaves me desolate with the scars of his despoiling. Yet he is my child, and to him also must I give all that I have. *(The spirits groan and mutter in protest, with dissenting and menacing gestures toward the Woodsman.)* Children of my heart, I have not forsaken you, but neither can I save you! I cannot save myself! Yet we move, all of us, under one great law—a law that has guided our destiny through the dim ages and that rules us still, to punish inexorably this, the latest comer, blinded by his greed. This much can I do. I can unfold before him the fate toward which his greed is sweeping him, and if he will but clear his eyes he may even yet be saved himself, and may save for me a remnant of the ancient beauty of our land.

(While California has been speaking, the Woodsman has steadily gazed at her with his look of pride and joy, but at her stern words his expression changes to grave concern. She speaks to him directly.)

California: O cruel and greedy White Face, hear the law! *(She strikes with her spear. The Spirit of Forest Beauty enters, gold and green, fresh and delicate.)* Speak, Spirit of Forest Beauty!

Forest Beauty: When the trees ye cut are gone, O greedy White Face, your soul will thirst for the cool, sweet loveliness of groves. It will scorch in the sun, it will shrivel and dry in the ugliness of your cities!

(A hideous, stiff and awkward figure enters—the Spirit of City Ugliness.)

City Ugliness: I am the Spirit of City Ugliness! I shall deafen you with my noise, choke you with my dust, hurt your eyes with tall piles of stone that hide you from the sky and sun.

Forest Beauty: And I shall be gone forever with my lovely trees, my cool and sunlit aisles, my lawns and little streams!

(The Woodsman repels the Spirit of City Ugliness with a violent gesture and tries in vain to catch the floating raiment of Forest Beauty as she passes to mingle with the other spirits. California again strikes with her spear.)

California: Come, O Spirits of the Winter Snow Banks, Spirits of the Mountain Lakes, Spirits of my Little Streams and of my Splendid Rivers, and Spirits of the Deep and Living Wells!

(The beautiful Water Spirits enter, whirling and dancing.)

Snow Banks: When the trees ye cut are gone, White Face, no cool dark shade will hide us, the Snow Banks, from the sun, and we shall melt and pass on the first warm day of spring.

Streams: With no deep drifts of snow to feed us, we, the Little Streams, shall flow away to the sea, and the summer sun will find the stones dry and white in our beds.

Lakes: And when the Little Streams are gone, we, the Mountain Lakes, will shrink in our high valleys until only a swamp is left where our blue water sparkled in the sun.

Rivers: And when the Little Streams and Mountain Lakes shall fail us we, the Splendid Rivers, shall lie sick and shrunken between our wide banks.

Wells: And we, the Deep and Living Wells, shall utterly fail you, O greedy White Face, who hast robbed the Snow Banks of their guardian trees!

(Enter, with a terrible rush and roar, the frightful Spirit of Spring Flood.)

Flood: Ho, ho, ho, O greedy White Face! I, the Spring Flood, shall rush down the wide, rich valleys and sweep away your homes, uproot your crops, and smash your roads and bridges, and, when I am gone, desolation and ruin shall mark my trail!

(The Spirit of the Fertile Soil enters, plump and golden, crowned with sheaves of wheat, girdled with glowing fruit.)

Fertile Soil: First of all, the Spring Flood will seize me, the Spirit of the Fertile Soil—the source of all your food and wealth—and I shall be swept away into the sea.

(The harsh Spirit of Rocky and Barren Soil follows her closely, and now dances grotesquely up to the Woodsman, taunting him.)

Barren Soil: But I shall linger and abide with you, O greedy

White Face; I, the Rocky and Barren Soil that nevermore will fill your storehouse with the blessings of the harvest!

(The Spirit of Famine enters—dark, terrible, and lean.)

FAMINE: And then I shall come, gaunt Famine and Death. I shall stalk through your ruined land; I shall carry away your children; I shall empty your ugly cities; and at the last I shall possess the land, and you shall pass forever, O greedy White Face, from the California you have robbed and desolated!

(As one after another of the spirits has accused him, the Woodsman at first grows grave, then his head droops, he sinks to his knees, and at the last, as Famine hurls his curse at him, he falls prostrate at the feet of California, who bends over him with a look of sorrow. After a moment, he lifts his head.)

WOODSMAN: O California, Mother of us all, even of me, thine unworthy child, is there none to speak for me?

CALIFORNIA *(striking with her spear)*: O spirits of our farflung land, is there none to speak for him?

(All the spirits look from one to the other, inquiringly, then, shaking their heads in negation, they chant together.)

From thy mountains towering high,
From thy valleys, rim to rim,
No friend can we descry,
No voice shall speak for him!
He hath robbed thee of thy crown,
Glory of the ages dim,
Our curses beat him down,
No voice shall speak for him!

(The Woodsman sinks again in despair, but as the chant ceases a strange figure enters—the Spirit of the Eucalyptus Tree—in the likeness of a Blackfellow of Australia.)

EUCALYPTUS: O California, I am a stranger in thy land, but may I speak?

CALIFORNIA: Speak, stranger from the far-off southern seas!

EUCALYPTUS: I heard thee call. I—came to speak for him, although I know him not in the likeness he wears here at thy feet. No Woodsman is the White Face that I know! Only yesterday he brought me from my distant home—no ax was in his hand, but tools that dug and drained an ugly land. Aye, California, even in thy lovely realm were barren reaches, dank and sodden with stagnant waters, where no man or beast might linger or take comfort; where only the fowl of the air made their homes. Is it not something, fair California, that the White Face has labored patiently to rid thee of these dismal wastes and that he has brought from afar my tall gleaming trees and tended them in the tule lands until my roots sucked up the pest of standing waters, and men came and made their homes in wholesome soil, and I marched across the land, dripping the sunshine off my shining leaves? Thou has been kind to me, O Mother California, and now, even in these brief years, already on the tongues of men my name is linked with thine, and men delight in the beauty of thy eucalyptus trees. I have heard the curses of the ancient forest trees. He hath robbed them cruelly. Yet is it not something that he gave thy land the health and beauty of my trees? Behold, *I* speak for him!

(With a rush of gay music, the Spirit of the Orange Tree enters, in the costume of a Spanish girl, wreathed with orange blossoms, carrying in one hand a branch of the fruit, in the other a tambourine. She dances happily and confidently up to California.)

ORANGE TREE: O lovely Mother of us all, who has brought greater fame to thee than I, thy youngest daughter? Does thy heart not fill with pride and joy beholding in thy southern valleys and on thy foothills north and south the dark and glossy groves that glow with golden fruit? Mile on mile the lovely orchards stretch and, where they grow today, only yesterday was sand and sagebrush—no beauty save the dull gray silence where the rabbits made their homes. Thou has been kind to me, O Mother California, and in return every ship that leaves thy

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ports bears afar thy wealth of golden fruit. Was it not something that the White Face brought me here from far away and tended me to be an honor to thy name? Behold, *I* speak for him!

(As the Spirit of the Orange Tree dances off, she almost collides with a grave, stately figure entering slowly, dressed as an Arab of the desert—the Spirit of the Date Palm. He carries a palm branch and a cluster of dates.)

Date Palm: I heard thy call, O Mother California, and from thy farthest south I come to answer it. Not of thine ancient spirits am I. It is but yesterday that the White Face brought me from my far oasis in the desert where Moses wandered and where the Children of Israel received the Tablets of God's Law. The desert whither I came within thy borders was desolate and terrible beyond even that desolation where the hosts of Pharaoh perished. But he tended me gently, the White Face that I know. He brought water from deep wells beneath the desert sands, he guarded my tender shoots, he waited patiently for me to bear him fruit. Now, O California, dost thou not smile with joy beholding the cool dark orchards that slowly spread across thy desert waste, bringing beauty and wealth and comfort for the homes of men? *(He turns and gravely salutes the spirits of the Sempervirens and Giant Sequoia.)* I, too, am of an ancient race, my Lords Sequoia. I, too, shudder with horror at the hand which brought thy mighty glory low. And yet *(turning to California)*, O Mother of us all, thou hast been kind to me, and I love the home I make within thy borders. For all his crime, this White Face, is it not something that he has given thee the stately beauty of my orchards where yesterday were stark sand and bleaching bones? Behold, *I* speak for him!

(During the last speeches the Woodsman has lifted his face in hope, and now on one knee he gazes eagerly up into the face of California. As the Spirit of the Date Palm withdraws, the Giant Sequoia comes near to the Woodsman and for a moment gazes at him in silence. He cowers again in shame and fear. At last the Giant Sequoia speaks.)

Gigantea: O Mother California, it was out of dreadful memories that I spoke but now, denouncing him, the Woodsman. Still, it seems to me, the sound of his ax rings in my ears and the crash of my fallen children thunders in my heart. Yet, and yet, I bethink me now that it is long since I have seen him in this guise upon the slopes of thy vast Sierras. Can it be that he has stayed his hand and that some of us have indeed been spared to live on to do thee honor through the ages? Not in this guise, not with his cruel ax in his hand, have I seen him in these later seasons. Rather, I bethink me now, I have seen him in forest raiment, going among the groves that still are standing, wise and patient, tending them and guarding them from our ancient foe, the raging fire that desolates the forest. I have seen him, lonely and watchful, on far peaks. I have seen him, weary and desperate, fighting back the flaming foe. I have seen him even in the clouds, waging our battles on strange wings. *(While the Giant Sequoia in a musing voice recalls these visions, the spirits on the stage so shift their positions that the Woodsman is hidden, and in the background, above their heads, appear dimly the figures his words evoke—the Forest Ranger, the Fire Fighter, blackened, weary, and torn, the Lookout with his binoculars, the Aviator. All gaze on these figures in silence. They pass, and the Woodsman is seen again, rising half in hope.)* No one, O California, no one in all thy land has suffered more grievously than I at the hand of this invader. No one could heap upon him more terrible curses than I, whose glory he has laid in the dust. And yet—for the sake of the remnant he has spared, for the sake of the care that, belated, he is giving thy Sierra forest, behold, O Mother California, I, even I who cursed him, *I* shall speak for him!

(The Woodsman springs to his feet in astonishment and joy, and the light of happiness softens the face of California. But the Spirit of the Sempervirens rushes forward in anger and seizes the Woodsman's ax. He cowers again before the fury of the Redwood.)

Sempervirens: Nay, cousin, speak for thine own far forest! Here in the coastwise hills his ax is still at our throat! Heard you not even now the crash of the falling giants? Another day, another hour, mayhap, and the last of our ancient glory will lie in the dust to glut his endless greed. Oh, curse him, California! Curse him, Spirit of Famine and Death, and drive him from our land ere the last of us shall fall!

(The spirits again gather around the Woodsman, menacing him, and sing their chant of imprecation.)

He hath robbed thee of thy crown,
Glory of the ages dim,
Our curses beat him down,
No voice shall speak for him!

(As they come to the last words their solemn chant is broken into by a rush of gay and tiny spirits, waving small branches of redwood, leaping and shouting.)

Young Redwoods:

Hooray! Hooray!
We're leaving the nursery
Today! Today!
Out in the open, out in the sun,
We sway in the wind. What fun! What fun!

Leader:

A long year our nurse kept us safe in wee beds,
He drew a cool curtain over our heads.
And gently he cared for us through the long days, and days!
But now he has set us in lines far and wide,
All up and down the steep mountain side,
And clear up to heaven our heads we'll raise, we'll raise!

(Chorus repeated.)

(The leader of the wee Spirits of the Young Redwoods pirouettes up to California, who catches her gaily, infected with the joy of the dancing sprites.)

Leader of the Young Redwoods: Oh, sweet Mother of us all, not one of thy children here is so young, so small, as we. Years shall pass, centuries shall pass, before we can lift our heads to take the places of our fathers who are gone. Cruel he was, the White Face who laid those glorious Redwoods low. But

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he is kind to us, he tenderly cares for us, and we are happy, bringing beauty once again to thy scarred hills. O Mother California, may we, the least of all thy children, may *we* speak for him?

(Watching the dance of the young Redwoods, the stern and angry Spirit of the Sempervirens has gradually softened, and his face lights with happiness. He comes forward, his arms open, and the wee spirits, singing their chorus, flock about him, cling to his mantle, and are enfolded in his arms. California watches them with a joyous smile, then she turns and looks deep into the eye of the Woodsman. He springs to his feet and with a shout seizes his ax, whirls it, and flings it far away, and falls again at the feet of California.)

WOODSMAN: Oh, glorious Mother of us all, my eyes were blind with greed! Rightly they cursed me, thine elder children; just would it be if they hurl me from thy land! But now my eyes are cleared. If only thou wilt stay their curse, if thou wilt suffer me to bide with thee, nevermore shall my hand be lifted against thy crown of beauty! All my days shall be given to thy service, to guard the glory that is thine, to bring thee wealth from far-off lands. O Mother California, speak, thyself, for me!

(California, her face lighted with triumphant joy, bends and takes his outstretched hand, and lifts him to his feet.)

CALIFORNIA: Son of my heart, cruel, but kind; greedy, but noble, too, behold! *I* speak for thee! The curse that hath been spoken, thyself alone canst stay; but this I promise thee—never shall Famine stalk our land while thou dost give thy life to guard our splendid forests. But this last word I give thee, and bid thee lay it to thy heart. Food is good—the bounty of the harvest and the wealth of the land. But the wealth of Man's spirit is beauty. Better that Famine should creep through a desolate land than that thy soul should hunger and thirst and shrivel for the beauty that is gone and cannot come again. In far lands across the sea, in age upon age, Man has lifted to the sky temples of beauty to feed and free his soul—mighty pyramid and obelisk rising to the sun, fluted columns of fair marble, groined arches of the North. Today Man lifts no such temples up to God. But we, child of my heart, I and thou, have here in our dear land the mightiest temples ever trod by man, the solemn, glorious redwood groves. Defile them not! Defend them with thy life! Here shalt thou come, far from the heat and burden of thy labors, and here in the cool of the day shalt thou walk with God and save thy soul with beauty and go forth to hold our land in peace and joy!

(All the spirits shout with happiness and dance about California and the Woodsman and, as they dance, each after his or her own character, the Spirits of City Ugliness, River Flood, Barren Soil, and Famine are shunted about and menaced until they each fall and lie huddled in corners as the scene closes on the dance of triumph.)

LINDQUIST AT CHICO

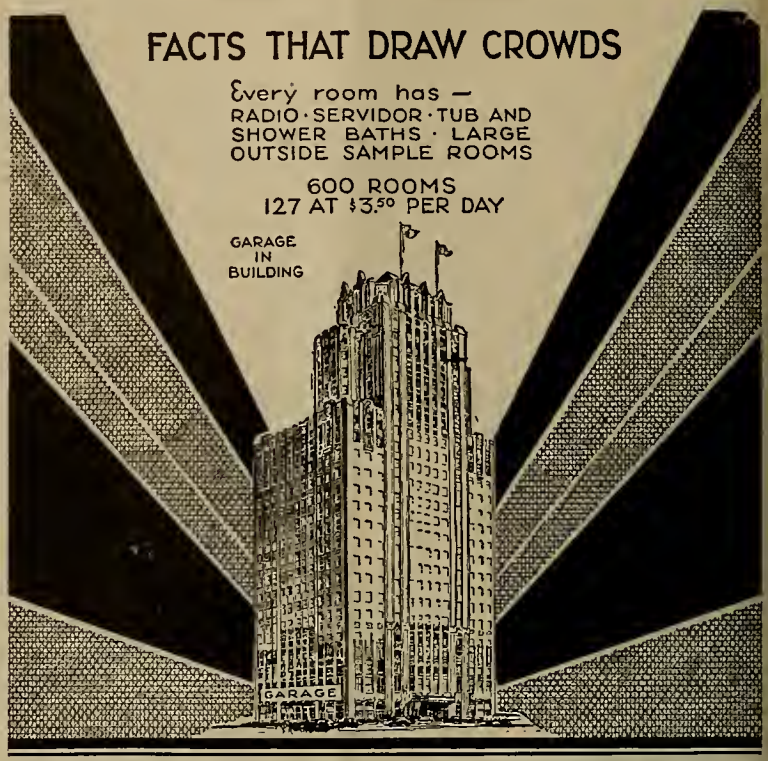
THE VACANCY in the state teachers college at Chico, Cal., has been filled by the appointment of Rudolph D. Lindquist, Assistant Superintendent in charge of elementary schools, Oakland, California.

Mr. Lindquist is one of the highly professional and practical elementary school principals and supervisors of the state for the past ten years, and the choice is highly approved.

He is a native of Oakland, and is a graduate of the University of California with a master's degree.

His first teaching was in a rural school in Minnesota, and then in a private school in Kansas. At thirty years of age Mr. Lindquist's exceptional success as vice-principal of an Elko County high school in Nevada brought him an elementary school supervising principalship (1919–1924), and for twelve years he has been identified with the summer sessions of the University of California at Berkeley or Los Angeles.

He brings to this important principalship exact scholarship, professional devotion, intimate knowledge of the schools of the state, and is imbued with the modern education spirit.—*A. E. Winship, in "Journal of Education."*



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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The Oakland public schools under Willard E. Givens, Superintendent of Schools, this year inaugurated a new procedure in relation to viewing the publications of the various book companies. Notices were sent to the book company representatives on the Pacific Coast that three weeks, January 19 to February 7, would be available to bookmen for the presentation of their books to the Oakland teachers and to book committees. Five school days, January 19 to 23, were designated as the time that an opportunity would be afforded the book companies to have an exhibit of their books in the Oakland Board of Education Auditorium. All publishers were invited to make a display and to have representatives present to explain the merits of their books—supplementary, basic, and library.

During these three weeks the bookmen were allowed to interview high school teachers upon the high school subjects open for adoption, which this year included four subjects.

The same week that the book exhibit was held, committees for the improvement of instruction in the Oakland elementary schools held committee meetings at which appeared the various representatives with their new books.

The entire program outlined above was a great success due to the organization plans that had been formulated by Richard E. Rutledge, director of research and auxiliary agencies, who was in direct charge of the exhibit. Both Mr. Rutledge and his secretary, Miss Alice M. Hagman, in their contact with the bookmen had everything going like clock work. Each company had been assigned a definite space in accordance with their request. The auditorium was set with rows of tables for book displays and there was wall space for those desiring that accommodation. The janitors most cheerfully saw that the book shipments were placed at the right tables. Each representative desiring to see a committee for the improvement of instruction was given a slip with a definite appointment. These bookmen working on the high school adoptions were given a list of the four committees and of all teachers who would have a vote on the text to be selected, and, what was of most help, the free periods of the teachers were listed so that a time for visiting them could be scheduled.

Rudolph Lindquist, Assistant Superintendent in charge of Elementary Schools, saw to it that every elementary teacher was given an opportunity to view the book exhibit. The school day was shortened and the teacher was given school time to visit the Board of Education building and to examine the books. There are fifty elementary schools in Oakland and the teachers of ten schools were scheduled for a visit each day of the week.

William F. Ewing, Assistant Superintendent of Secondary Schools, had his teachers visit the exhibit after regular school hours. In all, some eighteen hundred teachers of the Oakland public schools attended the book display.

A definite procedure for the examination of the books by the elementary teachers was worked out by the library committee of the elementary principals' conference under the chairmanship of E. W. Kottinger. To each teacher was made available cards upon which could be entered enough data to enable those who in the future would use the book, to place the book to the greatest advantage according to the unit of the course of study where it best fits with reference to its subject placement and its placement according to the reading capacities of the class or group of pupils using the book. Two copies of these reports were made—one card was dropped in a box at the exhibit and the other was handed to the principal of the teacher's school These reports on the various books and requests for them are to be taken into consideration in the next book order.

The book companies were out in full force and the exhibit was as large as any held at any C. T. A. meeting in Northern California. The general feeling was that Superintendent Givens had made a forward step by setting a short definite period for the consideration of books and making it a business of his teachers to study them intensively.

The book companies that had exhibits at the Oakland public schools exhibit the week of January 19 were as follows: Webster Publishing Company, C. H. Rader; Harper & Co., Miss Blanche Montgomery; The Grolier Society, J. M. Masters; F. A. Owen Company, F. M. Allen; Allyn and Bacon, B. F. Hemp, R. C. Hamilton; American Book Company, L. E. Armstrong; Bobbs-Merrill Company, John Whitsell; The Century Company, Charles B. McVey; Ginn & Co., F. A. Rice, Ritchie Smith, J. O. Tuttle; D. C. Heath & Co., George Babcock; Henry Holt & Co., Miss Mavity; Houghton Mifflin Company, A. K. Allen, J. F. Oliver; Laidlaw Brothers, R. E. Laidlaw; Laurel Book Company, F. E. Dunton; J. B. Lippincott Company, Fred W. Bravy; Little, Brown & Co.; Rudolph Fjelstedt; Lyons & Carnahan, E. C. Dudley; Macmillan Company, F. E. Cobler, Glenn E. Crowley; Rand McNally & Co., Charles W. Beers; Row, Peterson & Co., B. R. Morris, Elizabeth Strohecker; Benj. H. Sanborn Company, C. W. Roadman; Scott, Foresman & Co., A. H. Goddard; Charles Scribner's Sons, Howard Miller; Silver, Burdette & Co., E. R. Colvin; World Book Company, C. S. Jones; Harr Wagner Publishing Company, Miss Morris Wagner, W. M. Culp.

Photographs of exhibits of educational publications, taken by the Visual Education Department of the Oakland Schools, Willard E. Givens, Superintendent. Fifteen hundred teachers visited the exhibit. Thirty-one publishing houses had representatives present.

The following committees for the improvement of instruction of the Oakland elementary schools interviewed bookmen during the week of January 19: Arithmetic—W. S. Briscoe, chairman, Maud Marchant, W. D. Spencer; Art—Edith Houston, chairman, Frances E. Eby, Susan McFeely, W. G. Rector; English Composition—Florence Tillman, chairman, W. A. Benner, Doris E. McEntyre, Maud M. Wallace; Health Education—M. E. Hurley, chairman, Toy T. Nichols, Doctor Alvin Powell, Leslie G. Smith; Library—E. W. Kottinger, chairman, Mrs. Edythe Banta, V. H. Grimsley, Mrs. Elizabeth Madison; penmanship—Bernice Baxter, chairman, J. C. Hammel, Myrtle I. Palmer, C. N. Shane; Primary Education—Sarah L. Young, chairman, George Axtelle, John Soelberg, Ida Vandergaw; Reading—R. W. Kretsinger, chairman, Lloyd D. Bernard, Anne M. Bradley, Doris E. McEntyre; Science—Douglas B. Miller, chairman, Lewis B. Avery, R. J. Graham, Ida M. Hammond; Social Studies—Leo E. Taylor, chairman, A. E. Baker, Roy T. Granger, Angie Webster.

* * *

A. C. Kleemeyer, District Superintendent of Schools of South San Francisco, is emphasizing the visual education program. A new moving picture machine has been secured and pictures of geographical and industrial subjects are tied into class work. A thirty-piece band of fourth, fifth, and sixth grade boys and girls is a recent development in the activity programs. South San Francisco has an elementary school enrollment of one thousand pupils, two school plants, and twenty-nine teachers.

(Continued on page 12)

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HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

THE N. E. A. has sent an appeal, entitled "Optimism Through the Tears," to thirty thousand teachers whose dues have not been paid for 1930. The editor says:

"Were you to read the hundreds of replies coming from these unpaid members, you would see poverty loyally looking ahead. You would see optimism expressed through tears. You would believe more strongly in tenure. You would fight a better fight for retirement allowances and old age pensions. You would become a life member if not already one. You would inspire scores of teachers to become members and a number of schools to become 100 per cent. Then, you would back the association in its program to prevent either a decrease in the salary of the teacher or an increase in her load. You would make still greater sacrifices in the interests of the schools. You would take greater pride in being a member of the teaching profession."

This pathetic appeal does not apply to our California Teachers Association, with its forty thousand teachers and with practically 99 per cent of its membership paid in advance.

THE CALIFORNIA CURRICULUM COMMITTEE held a meeting in Los Angeles February 13 and 14. Music readers for the elementary grades were studied, also secondary school curriculum commission was analyzed as a problem, and a program for character building was also considered.

ARCHIE CLOUD, editor of the *San Francisco Public Schools Bulletin* and Chief Deputy Superintendent of Schools in San Francisco, is giving a course of lectures at San Francisco Teachers College. Mr. Cloud is always an interesting talker and gives information in a way that clicks on the brain.

E. C. BOYNTON, whose father started on a high ethical basis the Pacific Teachers Bureau in 1888, has accepted the position of manager of the Placement Bureau of California Teachers Association, southern section. Mr. Boynton became associated with his father in 1901, and has conducted the business successfully for many years. The placement bureaus of the various educational institutions and associations have seriously curtailed the business of the regular agencies. His appointment to the Placement Bureau of the C. T. A. is a good one, and he will make a success of the enterprise.

DOCTOR H. W. FAIRBANKS, the noted author of textbooks on geography, will give a course of lectures during the summer session of the University of California at Los Angeles. There will be two courses, "The Teaching of Geography" and "The Geography of California." Doctor Fairbanks is the author of "California" in the state series of textbooks, "Real Geography and Its Place in the Schools," "South America," "North America," and others. He is not an armchair geographer, but has visited and studied each section of the earth that he has written about, and his books all have the scientific approach. He makes students think and does not have them merely memorize factual materials. Teachers should enroll in his classes; they will get a new concept of geography and the way it should be taught in the schools.

MERTON E. HILL, the principal of the Ontario Union High School District, will be connected with the department of education of the University of California, and will devote himself to the coördinating of the junior college and university. Mr. Hill is a member of the Core curriculum committee of the state, ex-president of the C. T. A., southern section, author of "Patriotic Writings," and is a progressive educational leader.

THE 1931 convention of secondary school principals was authorized to be held in Yosemite Valley March 30–31, April 1–2. This place and time were selected on the basis of a report from all high school principals in the state of California who had given expression to their wishes in this connection.

ROY CLOUD, the executive secretary of the C. T. A., and Mr. Gridley, secretary of Bay section, made a hurried trip to New York recently to study the technical points in the New York retirement law. The teachers are at this time working to get across a retirement law that will be satisfactory to the teachers from all sections, tax payers, and legislators.

A. L. JORDAN, head of the science department of the Polytechnic High School, who is the author of a book on aëronautics, has written an excellent article on the subject for the *San Francisco Public School Bulletin* for January. Charlotte Estes, acting supervisor of Kindergarten Primary Grades in San Francisco, answers in a well-written article, "Why an Activity Program?" and Miss Mary Mooney has excellent book reviews in the same number.

VIVIAN LONG, formerly County Superintendent of Schools of Plumas County, is now principal of one of the schools of Oakland. Her work in Plumas County and the professional spirit which she promoted in the C. T. A. and all other community activities in Northern California, was so outstanding as to leave an impression that will be of permanent value.

"BOOKS AND NOTES" of the Los Angeles County Free Library, edited by Helen Vogelson, contains a description of new quarters for six of the branch libraries, and a fine picture and description of the new library building at Montebello costing $30,000. The list of new books recently added to the library contain many valuable titles.

WALKER WHITESIDE, the great dramatic star, will appear at the Columbia Theater, O'Farrell, near Powell, in "A Chinese Bungalow," beginning March 2. Walker Whiteside's appearance in San Francisco will be a great attraction to teachers, students, and others interested in genuine dramatic art. This engagement should bring crowds to the theater. San Francisco of all cities in the country should maintain its reputation for patronizing the highest forms of the dramatic art.

Mr. Whiteside appeared over one hundred times in London at the Queen's Theater in "David." His last appearance in San Francisco was in "The Royal Box." "Richard III," "Hamlet," "Mr. Wu," and "The Hindu" are among his most notable leading rôles.

OH, WHAT a tangled web we weave when first we practice to deceive.—*Scott.*

LEARNING by study must be won,
'Twas ne'er entailed from sire to son.—*Gay.*

BOOK REVIEWS

History of American Government and Culture, by Harold Rugg, published by Ginn & Co. Price $1.96. The subtitle of this book has the ring and rhythm of an epic line—"Americans March Toward Democracy." This is the fourth book in the Rugg Social Science Course. Work books and reading books have been published to aid the teaching of these books. There are yet to be published Vol. V and Vol. VI before this monumental work is completed. These volumes are 6 x 9 in size with an average of over 600 pages. The presentation of this large amount of material is not the mere writing over of factual history already in other books. It is a new scientific approach with creative thinking in every paragraph. This series of books properly studied by our high school students will change the thought of the world, and will make the next generation think before going into wars and other social upheavals on the urge of emotional propagandists. The Rugg Social Science Series is a great contribution to modern education.

From Maumee to Thames and Tiber, by Ernest G. Sihler, Ph.D., Litt.D., professor emeritus of the Latin language and literature in New York University. Published by the New York University Press. 8vo, xii + 270 pages; portrait frontispiece; choicely printed by William Edwin Rudge; bound in blue cloth, gold-lettered. Price $5. All lovers of biography, especially of books written in a delightfully vivid style, weighted with matter and affording outlooks upon a fairly wide range of contacts, will be pleased with Doctor Sihler's "From Maumee to Thames and Tiber." A book like this can appear, perhaps, but once in a century, particularly since the ranks of great classicists have become markedly depleted. Doctor Sihler held the chair of the Latin language and literature in New York University for many years. Besides his generally known publications such as his original studies in Cæsar and Cicero, his Protagoras, his Concordance to Cæsar, etc., those of a more comprehensive nature, the "Testimonium Animæ," an investigation of the religious and ethical content of Greek and Roman literature, and the "From Augustus to Augustine," a survey based like the former on original sources, of the progress of Christian thought in the path of pagan literary reaction, can be found in all leading libraries. In this latest publication we have the record of the author's struggle amid hardship in trying to realize the noblest ideals as an interpreter of the classical literature. He takes us from the scenes of his boyhood on the Maumee and the gymnasium to the divinity school in St. Louis, thence to Berlin and Leipzig, where he developed his interpretative skill with such scholars as Mommsen, Kirchoff, Haupt, Bonitz, Kiepert, Huebner, and Ritschl. Returning to the United States, he was one of of the first post-graduate students to take his Ph.D. at the newly founded Johns Hopkins University, where he held the fellowship in Greek. But the fuller maturing of his powers as teacher and author came to him in years of quiet research and teaching in the Latin seminar room at University Heights.

Doctor Sihler writes the story of his life with remarkable candor. Something of the pious austerity of the older Roman Patricians creates the atmosphere of his book. His judgments on the art of teaching the classics will prove inspirational to all teachers.

The mechanical make-up of the volume, indeed, the fine art with which the quality of the paper, the wide margins, the chaste print are made to agree in the blue book with the gilt title reflect credit upon the printer and the New York University Press.

Read It Yourself Stories, by Jessie A. Harris and Lillian M. Edmonds, published by Beckley–Cardy Company, Chicago, Ill. Price 70 cents. This beautifully illustrated book contains many beautiful stories, namely: Going to School, In School, Their First Lesson, Black Cat and the Bird, Black Rat and the Cat, Miss Lolly Pop and the Cat, The Rat and the King, The Story of Hen Pen, Mother Pig's House, The Three Little Mice, The Mouse and the Bag of Gold, The Soft Soap Man, The Toy Shop, The Magic Whistle, The Chocolate Soldier, Six Ducks, Soft Soap Man's Ride, Big Lion and Little Mouse, Polly's Tea Party, Gingerbread Dog and Peppermint Cat, Peter, Peter, Pumpkin Eater, The Death of Cock Robin, Santa's Visit, Bunny Long Ears, Two Little Squirrels, A Rainy Day, The Last Day of School.

Powderpuff, by Alvin M. Peterson, published by the Bruce Publishing Company. Powderpuff is a rabbit who is born in a hayfield and who wanders away from home, only to get into serious trouble in his adventuring. He returns, however, and admits that he is much safer and happier at home. This is one complete story—that is a big feature.

The extra Curricular Library is a series of books dealing with organization, administration, etc., edited by Harold D. Meyer, published by A. S. Barnes & Co. Price $1 each. These books are bound in red imitation, flexible leather.

(Continued on page 18)

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(Continued from page 9)

MISS RUTH FLEMING, librarian of the San Francisco State Teachers' College, for the last year and a half has been in the new large and spacious college library quarters.

MISS NORA ASHFIELD, Assistant Superintendent at Richmond, who has been very ill for several months, is improving in a hospital at Redding.

WALTER T. HELMS, Superintendent of the Richmond City Schools, is expecting considerable school enrollment increase to result from the industrial growth of Richmond as a port. The huge Ford plant is being constructed and other large companies are acquiring port acreage. Six thousand pupils are enrolled in the Richmond schools, consisting of one senior high school, two junior high schools, and eleven elementary schools.

C. RAY HOLBROOK, Superintendent of Santa Cruz City Schools, is carrying on the building program made possible by a previous $340,000 bond issue. Two elementary schools, the Laurel School and the Galt School, were finished and in use by the end of January. The new junior high school plant will be ready for occupancy next September.

MELROWE MARTIN, District Superintendent of the Salinas Union High School and Junior College, has an institution that is functioning on many advanced educational lines. Curricular committees of the Salinas High School and Junior College are working on the subject matter given in the two institutions in order to determine what are the fundamental subjects, and what is the proper sequence of such subjects. Extraneous materials are to be done away with.

The Board of Education in charge of the school has granted the teachers five days full pay sick leave and thirty days sick leave less the pay of the substitute. For the first time the board has appropriated money to secure speakers once a month for the teachers and the P.-T. A. Cameron Beck, personnel manager of the New York Stock Exchange, was one of the speakers and he also appeared before five of the Salinas service clubs in joint meeting.

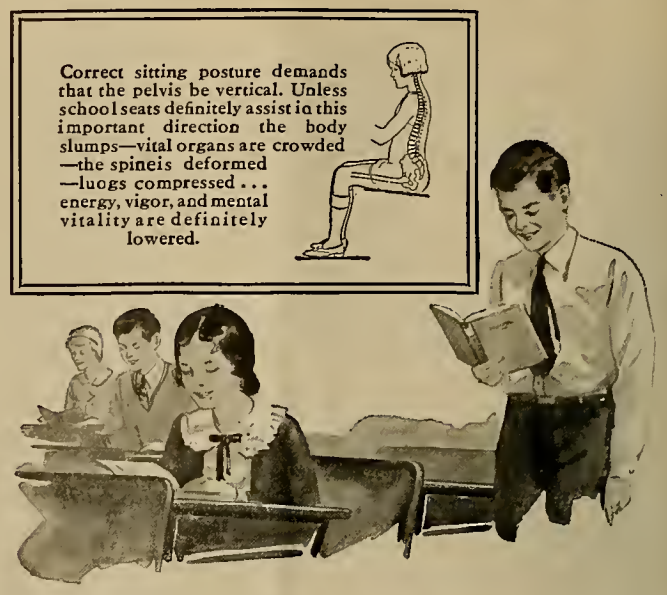
The Salinas High School night school enrolls some twelve hundred people drawn from the whole county. Cultural, vocational, and recreational subjects are stressed. One of the outstanding courses given is that of O. P. Silliman on California birds. Mr. Silliman has one of the finest collections of California birds in the state and is a noted authority on his subject.

The Salinas Junior College reports a 40 per cent increase in enrollment. Terminal courses are being emphasized the second semester, especially those in commercial subjects.

Ground work is given in aviation and classes in industrial and trade subjects have been formed.

Miss Helen E. Ward, vice principal of the Salinas High School and head of the English department, is playing a prominent part in the writing of a handbook for counselors that is being worked up by the deans of girls and counselors in the high schools of the four coast counties of Santa Cruz, Monterey, San Benito, and San Luis Obispo. This handbook is being prepared under the direction of Nicholas Ricciardi, chief of division of secondary schools of the State of California. The handbook will be published by the state.

DISTRICT SUPERINTENDENT WHITE of the Castroville Grammar School is one of the latest appointments to the Monterey County Board of Education. Castroville is in the center of an enormous lettuce, pea, and artichoke area. This causes a tremendous fluctuation in the school enrollment, as workers and their families come and go. The enrollment runs in the school year from 250 pupils to nearly four hundred. The Castroville school is a fine modern building of nine rooms and auditorium. Mr. White has been in charge of the school for five years and is carrying on a most progressive educational program. Mr. White is a graduate of the Chico State Teachers College.



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John Franklin West, Superintendent of the Albany Schools, is having a $130,000 bond election February 14. The money is to be used for improvement of grounds, cafeterias, and the addition of rooms to the Cornell and Marin school plants. The Marin school is scheduled for a ten-room addition and the Cornell school for one of six rooms.

Kenneth P. Glines, principal of the Cornell School, Albany, is a graduate of the Arcata State Teachers College. Before accepting the Albany principalship, Mr. Glines taught in the Hillsborough system. He is running an excellent school.

John H. Napier, Superintendent of the Emeryville Schools, is finishing his doctor's thesis for the department of education of the University of California. His subject deals with the historical development of the California secondary school system.

Miss B. H. Frost, head of the Sadler school, Alameda, is running one of the best elementary private schools in the East Bay region.

The Pacific Grove Grammar School under the district superintendency of Robert Down this year reached an enrollment of 884 pupils, the largest in the history of the school. Each year Mr. Down attempts to stress some special field of education. This year it is music. J. F. O'Hanlon, director of music, who divides his time between the grammar and high schools of Pacific Grove, has in his grammar school a band of forty-five pieces and an orchestra of forty-seven instruments. Individual instruction is given the members of the band and orchestra in addition to group instruction. The first public appearance of these two organizations on December 11 called forth much merited praise. Vocal instruction is given by Miss Aletha Worrall in the first six grades and by Miss Bess Ward in the seventh and eighth grades.

Miss Pearl Burchette, in charge of the sixth grade in the Pacific Grove Grammar School, was one of those fortunate teachers who traveled in Europe this past summer. Miss Burchette is rated one of the best activity program teachers in Monterey County.

T. S. MacQuiddy, Superintendent of the Watsonville Schools, during his many years in Watsonville has developed a system that ranks high. The Mintie White School under the principalship of Miss Loretta Allison is considered by experts an almost ideal school from every educational angle. The departmental school under the principalship of Joseph D'Anna is doing outstanding work. The entire school system is now afforded psychological guidance under the direction of Miss Corrine Davis, assistant professor of psychology of the San Jose State Teachers College, who spends one day a week in the Watsonville schools. Twenty-six hundred pupils are under Superintendent MacQuiddy, a 10 per cent increase over last year. The system comprises one senior high school, one departmental school, and three primary schools.

Miss M. Lily Love, principal of the Pacific Heights School, in San Francisco, held open house for visiting teachers during the meeting of the California Teachers Association in December. The exhibits had to do with the term project carried on by the entire school on "World Friendship." It was an outstanding achievement on the road to international understanding, and friendship and their ultimate aim—the permanency of peace.

One interesting feature of the project during the term was an exchange exhibit of drawings with the school department of Mexico City and a similar exchange with Japan.

The San Francisco School Department published a report of the term's project, giving an outline of the work prepared by class members representing the different grades. It is called "English and Social Studies Exhibit at Pacific Heights School," and would prove interesting and helpful to teachers.

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LOS ANGELES

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

The Relationship of the School Library to a State-Wide Library System

By MABEL R. GILLIS,
Librarian, California State Library.

[EDITOR'S NOTE—The following paper was read by Miss Gillis at the meeting of the Northern Section of the School Library Association in San Francisco on December 16, 1930. It is printed in this issue of THE WESTERN JOURNAL OF EDUCATION in order that its subscribers may have the opportunity to read this practical and inspiring presentation of a subject of vital interest to both libraries and schools.]

I LIKE THE TITLE that was assigned me for my paper today—"The Relationship of the School Library to a State-Wide Library System." "Relationship" is so much more expressive than a word like "place" or "part" or even "function." Relationship suggests responsibility and that is why I am particularly pleased, because I should like to discuss the subject with the thought of responsibility in mind—the responsibility of the state-wide system to the school library and of the school library to the whole system; the responsibility of the librarian to the school and of the school to the librarian. A large order, of course, and I expect to do no more than scratch the surface—to state briefly some of the facts as I see them, which I think is what you want me to do.

The California library system seems so simple in its organization that I wonder why people sometimes find it so difficult to understand. I think they cannot believe it is so simple as they find it and they look for something deep and hidden. It can be expressed in a very few sentences and, although the audience today is all familiar with it, I am going to review it briefly.

In this state we take care of all our population in a library way through the following means—the cities and towns have public libraries to serve the urban population, the county libraries through their widely scattered branches serve the rural people. The State Library supplements both city and county libraries and serves direct the small part (about 3 per cent) of the population that has neither a city nor a county library available. By these means we take care of general library service to all the people in California—and when we read the reports of the great gaps in library opportunities in so many other states we realize that ours has reached a rather rare accomplishment.

This general system, so simple in structure and so satisfactory in its coöperative work, is augmented by the various kinds of special service—the business and other special libraries, the law libraries, and, more widespread in their distribution and appeal, the university, college, high and elementary school libraries.

The rural school library is comparatively easy to place and its problems, while many, are well defined. Since the county library system is enabled by law to serve school districts, affiliation with county libraries by twenty five hundred school districts very definitely places the source of special school library service for those districts.

The city school problem is much more complicated and much more difficult to solve. Where public library obligation ceases and school library responsibility begins is difficult to define and once defined the boundaries are not always easy to keep. But it is not my purpose to attempt to discuss the relative merits of the various ways of serving city elementary schools—I feel that that, after all, is not the major interest of this group.

The high schools, rural and city, present quite different problems in their dissimilarities and in their specialized type of demand. While it is a simple matter to pool the resources, both financial and physical, of elementary districts, this is not true of high schools, except perhaps of several in one city, and, since interchange of material within a county for instance is not possible, there seems little advantage in coördinating the various schools. In my opinion high schools, like colleges and universities, need their own libraries with their own book collections and trained librarians. Help from the public library, yes, in the way of general, unusual, or occasional reference service, but independent and quick, ever-present aid to study that can only be given from a library that is a definite part of the school plant.

How does this leave us then in terms of relationship—in terms of responsibility? In a state like California where we really have a state-wide system, the basic principles of which are coöperation, lack of unnecessary duplication, service to all the people, there is naturally a real relationship between every type of library and the whole. In my opinion country libraries, because they can do the job better than the school districts can do it themselves, are obligated to serve the schools with the special library service they need. Let me make myself clear—they are obligated for just one reason and that is because we are united in the common desire to give the children of our state just the very best start on life's way that they may have—it is for the sake of the children and their welfare that the library system should handle this very important, very heavy but after all very satisfying service.

City libraries are not always prepared to take over complete school service. I may be wrong but my feeling is that we should leave the relationship in cities very flexible. If the librarians and the school people will work it out carefully in each locality what an ideal situation we could have. With the good of children always in mind, how sensible it would be if the schools and the public library would decide how much of the service each could assume to the best advantage and then work together in a common cause without friction, without duplication, without feeling that one was intruding on the other's province. Perhaps this would result in some places in a large central school collection for special school material with general reading from the public library; in others there would be mainly the reference service the public library could give; in others the school collection only, which would have to be enlarged because the public library could give little or no help. In any case the responsibility of the other libraries toward the school should be as great as the need is great and should be governed by what each can do to supplement the abilities of the other.

To sum up, the attitude of the system toward the school library should be not one of aloofness, not the feeling that "this is the other fellow's job," but one of helpfulness, a willingness to supplement, a desire to lend a helping hand *when* that helping hand is wanted. I say this emphatically—that the library system as a whole should never be in the position of trying to force the assistance of one phase of the work on any other phase but should be ready to act when action is desired.

The responsibility of the school librarian to her own particular patrons is clear—she must give such help as she is able, to make the school work interesting, effective, and vital. I think she has also a very definite obligation toward the whole system. In this day and age we surely believe—if indeed it was ever doubted—that education does not stop at the school door. Furthermore, we believe—or at least librarians do!—that the library is the most readily available and most satisfactory medium through which to continue education all through life. It is not enough then for the school librarian to make her library an effective and pleasant place in which to pursue knowledge during school days. I should say that her work is only half done if she does not also lead her students to the fullest use of libraries from school days on. I can think of no sadder thing than to be born without a love for reading. In a child born without it we cannot always stimulate it. To me it seems a loss that can never quite be made up. But I am optimistic enough to believe that a desire to use books and a knowledge of their immense possibilities for providing helpful information in every crisis as well as recreation and inspiration in joy or in sorrow is something that can be encouraged, developed, and definitely taught. To the school libraries we look for this service to the whole system.

Speaking among friends of both the school and the library world, I feel free to touch on the rather difficult question of the adjustment of the librarian to school conditions. It is no secret that some school librarians fail utterly to be *good* school librarians, and I think it is due many times not to lack of training nor to lack of good intentions, but to inability to understand school ideals, school procedure, school life in general. I believe the school librarian's first duty is to steep herself thoroughly in the particular aims and objects of the school in which she finds herself and then adapt herself as far as is humanly possible to that program, trying always to make her part of the institution a help in every school project. If she does that conscientiously, granting she has intelligence and necessary knowledge for the work, she will without doubt be able to fulfill her responsibility to the school.

And what in turn is the responsibility of the school to the school library? First of all one very basic thing—to provide for that library a person qualified to carry on the work, a person trained in library science and of the proper personality to fit into the school harmoniously. I believe that the school authorities have an important obligation in the selection of the librarian. It is assumed that they select teachers carefully to secure those best qualified for the work required. I suggest that they select their librarians just as painstakingly, scrutinizing their credentials and recommendations with care to be sure that their librarians are as well trained and experienced as their teachers. We have all heard school people at times complain that their librarians were unsatisfactory. But we have all heard likewise of school people who have employed so-called librarians, but upon investigation find that they may have

been casually "trained" or even have failed entirely in their training courses. I urge that the schools select their librarians with all due regard for the very important place they are expected to fill and with the object of having the education and training of the librarian equivalent to those of the teachers in the same schools. It is only thus that the schools can secure a grade of service satisfactory to them and assure themselves of a mutual respect between teachers and librarians. I suggest in addition that the trained librarian be given sufficient clerical help to do the routine phases of the work, so that the school may reap the full benefit of the professional assistance the librarians can give them.

Having selected the librarian with judgment and foresight, it is then the responsibility of the school to see that she has the same privileges as well as the same obligations as teachers—in the way of privileges, adequate staff and equipment, convenient quarters, equal salaries, the same hours of work and length of vacation. And may I interpolate a word here to the librarians—in considering hours of work and vacations, do they always take into account the many hours of home work teachers must do? I assume that they do and that they are willing to balance that by some hours they necessarily must spend over time before or after the regular school term. All this surely comes under a sane view of privileges and obligations and I know the school librarian who wants to do her part —and I am assuming that that means every one of them—takes all these points into consideration.

One other point I want to emphasize in connection with school responsibility and that is the very vital one of support. We get nothing good without paying for it. With that in mind the school, whatever its type or grade, should provide sufficient funds to carry on its library work efficiently. Without enough money the most highly trained, intelligent staff and finest faculty and student coöperation would avail but little. Library work cannot be carried on by missionary methods any more than science classes and other phases of school work can. The schools must assume this very important responsibility of providing sufficient funds to get the service desired.

Now do we see the picture I have been trying to outline—the various other parts of the state-wide library system standing ready to coöperate with the school libraries when the school libraries want their help, all working with the school librarians for the greatest good of the children; the school libraries doing their twofold job of giving school service and training the children to use libraries throughout life; the school librarian doing her utmost to fit into school conditions with tact, sympathy, and understanding so that she may be a help to students, teachers, and administrators; the school authorities assuming the responsibility for wise selection and for making the conditions from the school side such that the librarian can take her place there with pleasure, dignity, and value to herself and to the school? This to me is the ideal set-up and I know it is being attained in many places. Do you think it can be attained everywhere in California? I know our people—I think it can.

A Message From the American Library Association

There are more than fifteen thousand high schools in the United States without library facilities as compared with slightly more than three thousand in which some type of library service is available, according to Carl H. Milam, secretary of the American Library Association.

That the number of high school libraries will be substantially increased during 1931 is indicated by the action of the Southern, North Central, and Northwestern associations of colleges and secondary schools in making library service a requirement for accredited standing. This movement has been further stimulated by grants from educational foundations to aid the development of library service in secondary and higher schools.

Recent grants totaling over $1,000,000 include $460,000 from the Carnegie Corporation to increase book collections in colleges and universities and $300,000 for training librarians; $80,000 from the general education board for the training of school librarians; and more than half a million dollars from the Julius Rosenwald fund to aid book service in rural districts. These grants, in many cases, have been given with the understanding that they are to be matched locally.

Much interest during 1930 centered in the South where 898 high schools in eleven states faced the necessity of meeting new library standards set up by the Association of Colleges and Secondary Schools of the Southern States. To maintain their standing on the accredited list of the Southern association, these schools, only one-third of which are listed as having library service at the present, must obtain, before 1933, trained librarians and organized book collections to enrich the work of the classroom and to stimulate independent reading and study. Some twenty-five hundred high schools in these states not now accredited are also striving to meet these standards.

Schools in the North and West will also be confronted with the need for extending library service when the North Central Association of Colleges and Secondary Schools puts into effect the revised standards now in preparation and the Northwest Association of Secondary and Higher Schools adopts the library requirements which are now being formulated.

In order to help schools meet the situation created by this new and active interest in school libraries, the American Library Association has completed during the year two studies of school library problems and two basic lists of books, one for grade school and one for high school libraries. "The Library in the School," by Lucile F. Fargo, is a general discussion of methods and techniques used in school libraries. "The Program for Elementary School Library Service," also by Miss Fargo, deals with the larger aspects of library administration in grade schools. Standards as adopted by the several accrediting bodies will make up a large part of the "School Library Yearbook, No. 4," which will be published by the association in the spring of 1931.

Another activity of the American Library Association in the school library field during 1930 was a survey of school libraries and training agencies in thirteen southern states made by Sarah C. N. Bogle, assistant secretary of the association, at the request of the Southeastern Library Association. Recommendations resulting from the survey will be used together with standards adopted by the Association of Colleges and Secondary Schools of the Southern States in formulating a program for training school librarians.

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WILLOW GLENN, Santa Clara County, has a new primary school called Lincoln Glenn School. The bond issue upon which the school was built carried six to one. The building is very attractively arranged. The first grade and kindergarten rooms are so planned that they can be thrown together, making an auditorium. The school as it is built, contains six rooms and can be enlarged as the town grows. The cost of building was $43,000. Miss Zoe Glassey is the principal. Four classrooms were added two years ago to the Willow Glenn Grammar School to take care of the steadily increasing enrollment.

Willow Glenn is an incorporated town just southwest of San Jose and is growing fast. C. R. Crook, District Superintendent, reports that during his first year there in 1923 the enrollment was 349, and this year it is over nine hundred. In the late fall about forty homes were under construction. The town is distinctly a home community.

One of the interesting features of the school program is the use of visual aids in the first grade, which both delight and aid the child in his work. Visual education is used throughout the department, and the standard of the schools is very high.

WHATEVER COMES from the brain carries the hue of the place it came from, and whatever comes from the heart carries the heat and color of its birthplace.—*O. W. Holmes.*

EVERY MAN must educate himself. His books and teacher are but helps; the work is his.—*Webster.*

EDUCATION makes one an articulate member of the higher whole.—*Doctor Wm. T. Harris.*

STATE BOARD OF EDUCATION

REPORT OF THE regular quarterly meeting of the State Board of Education and the teachers retirement salary board held in the City of Sacramento, January 7 and 8, 1931:

The first item of business after the board was called to order was a motion offered by Mrs. Mary Roberts Coolidge, seconded by Mrs. Amy S. Steinhart, to the effect that the president of the board call upon Governor James Rolph, Jr., and express the sentiment of the board, assuring him of coöperation from the State Board of Education and the State Department of Education and indicating that the board was in harmony with sentiments expressed by the Governor in his inaugural address, referring particularly to those which had to do with education.

A copy of the last official report of Governor C. C. Young was presented to the board. Attention was called to the section in the report dealing with education; also, to that section of the report which has to do with reports from various commissions. It was indicated that this document would be placed in the hands of the various libraries and institutions of the state interested in the report of the Department of Education as referred to by the retiring governor.

A number of communications were received by the board indicating approval of the program of parental education as carried on in coöperation with the Laura Spellman Rockefeller Foundation. The State Superintendent reported that there had been an amount of money authorized in the budget sufficient to continue this work during the present biennium.

A communication addressed to the State Superintendent by the president of Mills College, Doctor Aurelia Reinhardt, requesting coöperation from the State Department of Education in connection with the very excellent program of adult education which was to be carried on at Mills College during the summer session of 1931, was reported. The secretary of the board called attention to the reply which had been directed to President Reinhardt, assuring Mills College of certain definite coöperation.

The board discussed at length the various activities of the summer sessions and expressed particular approval of the manner in which the various summer sessions had conducted institutes for the broadening and extension of adult education. The board expressed itself as being in sympathy with the present tendencies in adult education, particularly those activities which have been carried on in summer sessions.

A report was presented by the secretary indicating a summary of the activities of the National Council of State Superintendents which had held its recent session in the City of Milwaukee, December 7 and 8. The items discussed at this council, upon which report was made, were the following:

1. The federal government and its service to education.
2. Adult education in its various national aspects, particularly those having to do with the elimination of illiteracy.
3. The problem of prison education.
4. The wholesome attitudes in mental hygiene.
5. Radio education.
6. Indian education.
7. The supply, demand, and training of teachers.

The secretary reported that United States Commissioner of Education, Wm. John Cooper, former State Superintendent of Public Instruction and Director of Education for

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the State of California and a Californian by birth, was to be invited to spend a week in a tour of the State of California reviewing and studying educational activities which have recently developed within the state. It was also reported that an itinerary was being arranged which would carry Mr. Cooper throughout the state and offered various communities the opportunity of planning educational conferences in which the United States Commissioner could participate, and concerning which his advice would be available. A resolution of invitation to Commissioner Cooper was authorized by the board.

The question of procedure in the matter of the selection of the president of the Chico State Teachers College was discussed. The following procedure was approved by the board:

For the consideration, suggestion, and approval of the California State Board of Education, there is submitted the following procedure which has been used as a guide in the study of the vacancy in the presidency of the Chico State Teachers College.

Careful consideration has been given to the functions which this institution must perform, the present status of the institution, and the general requirements for all presidencies of teachers colleges in California.

The Chico State Teachers College should be predominantly a *rural* teacher-training institution.

The institution should serve the teacher-training needs of all of the schools in that portion of northern California not served by the Humboldt State Teachers College.

It should provide a very broad program for the training of teachers in service throughout the northern California region.

It should develop administrative and supervisory leadership among the teachers of experience in the field.

It should embark upon a definite program for the improvement of the status of teachers in northern California.

It should work very closely in coöperation with the high schools and junior colleges of its area for the purpose of selection of the best available materials for teacher training.

The school should serve the cultural and æsthetic, the literary, and musical responsibilities this section of California brings to an institution of college grade.

Chico State Teachers College should offer a wide variety of lower division educational courses so that all high school graduates in that area of the state may have the advantage of two years of post high school educational opportunity in so far as teachers colleges perform junior college service for their areas.

Chico State Teachers College should carry on a limited and coöperative program of educational experimentation, studying the community needs to be served by rural schools and determining proper means whereby the school may perform that service.

In coöperation with private endowments and national associations interested in education, Chico State Teachers College should carry on many services with a view to extending the scope of educational offering in the field of elementary school teaching as reflected from a study of rural economics and sociology.

Standards for the accreditation of institutions applying in the State of California for placement on the accredited list of teacher-training institutions were discussed. This question was referred to the secretary for study and for report at the next meeting of the board.

The University of Pittsburgh, University of Idaho, and University of Syracuse, having properly complied with all the standards required by the State Board of Education, were placed on the accredited list of the State Department of Education.

Attention was called to the fact that there appeared in the November issue of *Nations Schools* an editorial comment upon educational inbreeding in the State of California. The Superintendent of Public Instruction read a copy of a letter he had forwarded to the editor of the *Nations Schools* and, also, the reply received from the editor, M. V. O'Shea, to the effect that the statement would be modified in a later issue.

The annual meeting of the State Board of Education with the presidents of the State Teachers Colleges was held Wednesday afternoon, January 7. The major problems considered at this meeting were the following:

1. The study of the physical conditions which include buildings and grounds, which study had been undertaken by a committee of the presidents in coöperation with the State Department of Education and upon which President Roberts of San Francisco State Teachers College made report.

2. The question of the budget for the next biennium was discussed by President Hardy. It was indicated that while no advance in offerings could be made by the teachers colleges on the basis of the budget allotment which had been authorized, there still would be funds sufficient to carry on the work in an adequate manner on the present basis.

3. "The Units of Training in Teacher Preparation" is the title of a report which is in process of compilation under the direction of President F. W. Thomas of Fresno State Teachers College and which will indicate the make-up of the teacher-training courses and content load at the various teacher-training institutions in the State of California. This report will be completed in April.

4. The study of teachers' college graduates of the State of California, in terms of their placement and follow-up of such placement after graduation, was presented by President C. L. Phelps of the Santa Barbara State Teachers College, who has this study in process.

A rather extended report concerning teacher supply and demand in the state was presented at this time by the State Director of Education.

The board drafted a resolution of recognition and appreciation of President C. M. Osenbaugh, whose death occurred recently.

The resignation of Mrs. Edna Stangland Kasch, chief of the division of adult education in the State Department of Education, was accepted with regret and appreciation of her services.

The resignation of Mrs. Ada Hughes Coldwell, dean of women of the San Diego State Teachers College, was accepted with regret and appreciation of her services.

The board carefully considered the recommendation of the Director of Education in connection with the candidates whose names were considered for appointment to the presidency of the Chico State Teachers College. After deliberation and thorough discussion, Rudolph D. Lindquist, Assistant Superintendent of Schools of the City of Oakland, was unanimously elected president.

The State Board of Education authorized the official call for the biennial state-wide music conference to be held in Los Angeles Easter week.

The 1931 convention of secondary school principals was authorized to be held in Yosemite Valley, March 30, 31, April 1 and 2. This place and time were selected on the basis of a report from all high school principals in the State of California who had given expression to their wishes in this connection.

The following resolution affecting higher education in the State of California was approved unanimously by the State Board of Education. The resolution was offered by Gordon Gray of San Diego and seconded by E. P. Clarke of Riverside.

"Resolved, That it is our conviction that the proposed movement for the advancement of junior colleges in the state to the status of liberal arts colleges should be preceded by an expert study of the entire problem of higher education in the state."

A discussion in connection with this legislation clearly indicated that it was the conviction of the board that the best educational interests of those areas served by junior colleges would be maintained only when these institutions were allowed to extend their services as at present they are organized to do.

The board showed particular interest in the matter of costs in education. There was a lengthy discussion on this aspect of educational development. The State Superintendent of Public Instruction was asked to give the matter careful thought. In a preliminary statement the Superintendent indicated that the major fields in which expense was greatest in education were in the fields of building and equipment and teachers' salaries. In connection with teachers' salaries, he definitely stated that he would deprecate any move to do anything other than bring salaries up to the proper standard which would promote the best service in the classroom. In connection with advancing costs for education, caution was the watchword; in connection with any unnecessary or unwarranted expenditures, elimination was the watchword; in connection with the extension of educational activities, it was considered for the immediate time being that particular care should be exercised as to the advisability of undertaking new work in unproven fields and that experimentation should be carried on in definite limited and especially well-directed manner in different sections of the state so that duplication of expense might always be avoided.

The State Board of Education discussed at length a preliminary statement in connection with legislation which would be proposed and sponsored by the Department of Education. The State Superintendent was asked to confer with the Governor and secure his consent to accept the program of the State Department of Education as the administration's program for legislative approval.

The teachers' retirement salary board reported the following annuitants approved for retirement. Their respective years of teaching experience are indicated following their names: Arthea W. Allen, Sacramento, 30; Robert A. Bugbee, Eureka, 30; Evelyn Caner, San Anselmo, 30; Mrs. Ada Hughes Coldwell, San Diego, 30; William Henry DeBell, San Francisco, 30; Sarah L. Gallagher, Oakland, 30; Mrs. Louise Rose Herlihy, San Francisco, 30; Mrs. Ella Page Hosmer, Silverton, Ore., 30; Frederick A. Lattin, Lodi, 30; Catherine Claire Lux, Hollywood, 30; Ella Louise McCarthy, San Francisco, 30; Richard P. Mitchell, Santa Ana, 30; Mrs. Blanche W. Monahan, La Canada, 30; Willis Henry Parker, Eureka, 30; Mrs. Daisy W. Phillips, Corning, 30; Elizabeth W. Rowell, Alhambra, 30; Lotta B. Schwerin, San Francisco, 30; Caroline Sexton, Oroville, 30; Kate Sheets, Wheatland, 30; Grace S. Stanwood, Santa Monica, 30; Lillian Mary Stark, San Francisco, 30; Minnie Sweeney, Sacramento, 30; Mrs. Susie Newhouse Taylor, Monrovia, 30; Joanna D. Titus, Long Beach, 30; Louise A. Wiethoff, Camanche, 30; Harriet A. Braun, Berkeley, 17; Mrs. Hannah B. Churchman, Santa Rosa, 22; Katherine Donahue, Solvang, 28; Mary Alice King, San Francisco, 20; Mrs. Carrie O. May, San Diego, 22; Mrs. Alice W.

Ratto, Sonora, 21; Louise B. White, Holtville, 16; Katherine McAuslin, San Francisco, 29; Lola B. Mitchell, Santa Ana, 15.

The board adopted a complete revised code embodying the sections of school law, the opinions of the Attorney General and the rulings of the retirement salary board, all of which now form the code of procedure in matters having to do with teacher retirement. This code is to be published and furnished to all persons interested in retirement.

The next quarterly meeting of the state board of education will be held in Sacramento, March 26-28, 1931.

Respectfully presented,
V. KERSEY, *Secretary.*

RENEW STATE CREDENTIALS!

TEACHERS whose credentials expire November 30, 1931, are requested to apply for renewal as early in the year as possible, in order to expedite the issuance of renewals. Provided that a teacher has secured five months of successful experience in California, the credentials may be renewed for a period of five years. The request for renewal must be accompanied by the original credential, letters of recommendation verifying successful experience, the fee of three dollars in the form of a money order, cashier's or certified check or draft, and the transcript of record, if certain courses are required for renewal.

BOOK REVIEWS

(Continued from page 11)

PANCHO AND HIS BURRO, by Zhenya and Jan Gay. William Morrow & Co. A story of child life in the Mexico of today, written for small children. The narrative is charming. The gay pictures of Mexican life in the village market place and in the fields are full of life and color. They convey the feeling of a land that is strangely different from ours, but that is a fascinating place to live and play.

THE PAINTED PIG, a Mexican picture book, by Elizabeth Morrow. Alfred A. Knopf. The story of two children "who lived in Mexico between the smoking mountain and the cactus with red flowers." The plot centers around a clay pig, and the many comrade toys for which the Mexican market places are famous. This gay little book, with its vivid and characteristic illustrations, grew out of Mrs. Morrow's own experience with little Mexican children during the three years that her husband, Dwight Morrow, was American Ambassador to Mexico.

MADE IN MEXICO, by Susan Smith. Alfred A. Knopf. This book gives an account of Mexican handicraft of today, with its heritage from the immemorial Indian past, enriched by contact with the culture of Spain. It is not a technical book, but it succeeds in conveying to the reader not only an impression of Mexico's wealth of handicraft arts, but a vivid picture as well of the life and the culture of Mexico's humbler people. Throughout the book, one is made aware of a race of people who seek beauty in all objects which make up the commonplace life of everyday, a people who fashion lovingly and beautifully the humblest household utensils. This book would be interesting to children of the upper grades.

The three books noted above all bear the imprint of 1930. In their varied, but always sympathetic approach to Mexican life they seem to be indicative of a recent awakening of friendly interest in the United States for our southern neighbors. In our own immediate educational world this interest has lately had expression in two delightful exhibits of the drawings of Mexican children.

At Stanford University, during the month of December one room of the art gallery was devoted to a collection that was shown through the courtesy of Señor Juan Olaguibel, minister of Public Instruction for Mexico. At the Pacific Heights School in San Francisco another collection was exhibited. These pictures were sent to the San Francisco school as an exchange which was part of a project on world friendship initiated by Miss Love, principal of the Pacific Heights School.

These two collections are most interesting to students and teachers of art, because of the freedom and vigor of expression which the Mexican children achieve. They are of special interest to the general public and in the schools to social studies groups because of their vivid, amusing, and always understandable presentation of Mexican life and customs.

INTRAMURAL ATHLETICS AND PLAY DAYS, by Edgar Marian Draper and George Mimms Smith. This book will bring to the reader a clear concept of the philosophy involved in the program and will offer many suggestions for its promotion.

UNIQUE TRIP TO JAPAN

ONE OF THE MOST INTERESTING trips taken in 1930 was Miss Nettie Hopley's trip to Japan, and it was taken under most unique circumstances. Miss Hopley is a member of the Sacramento city school department and is principal of the Lincoln School. This school has an attendance that is largely Japanese and Miss Hopley has been its principal for many years. She has won the complete devotion of the Japanese community, whose children she has watched over and taught. These Japanese citizens decided that Miss Hopley just must see Japan, and extended her an invitation—and such an invitation—it included tickets and all expenses. Upon her arrival in Japan she was met by young Japanese who were her former pupils and was entertained throughout her trip by friends and relatives of children who were in her school or had passed through it. It was a wonderful way to see Japan and one not open to the ordinary tourist.

Nettie Hopley.

EMERGENCY CREDENTIALS

EMERGENCY credentials are granted for highly specialized work, such as adult education, upon the direct request of a school superintendent. Such credentials, when issued, are valid for a period to cover the current school year and may not be renewed. If the emergency exists in subsequent years, new applications must be filed. Application blanks may be secured from the state office upon request. These provide a space for the request of the school official.

LIFE DIPLOMA APPLICATIONS

APPLICATIONS for life diplomas should be filed with County Superintendents of schools prior to September 15 by those teachers whose credentials expire on November 30, 1931. In case applications for life diplomas are filed after this date, there is no assurance that the life diplomas may be issued before the expiration of the credentials. Life diplomas are granted to teachers who have secured forty-eight months of successful experience. Twenty-one months of experience must be in California schools.

AN EDUCATIONAL EXHIBIT of modern, scientific developments of school seating will be made by the American Seating Company of 14 E. Jackson Boulevard, Chicago, Ill. in the Fountain Ball Room, of the Masonic Building, Detroit Michigan, February 21 to 26. Visit this exhibit. The C. F. Weber & Co., J. W. Fricke, president, 650 Second Street, is the representative for the American Seating Company in this territory.

THE SIR FRANCIS DRAKE HOTEL has become a popular hotel for one to meet all classes of interesting people. Madame Gadski and others of the German Opera Company, David S. Russek, the noted Chihuahua banker and colonist, and G. Morgan of the State Department of Education were among the guests, recently. The Booksellers Association and many other organizations held their regular luncheons at this hotel and are delighted with the excellent service.

CALIFORNIA SCHOOL of Arts and Crafts, incorporated, and state accredited, is a great school. It was founded in 1907 by Mr. and Mrs. Frederick Meyer. It has grown and prospered and today is one of the finest art foundations in Western America. Write California School of Arts and Crafts, Oakland, for a copy of the announcement of courses for spring and summer of 1931.

THE CURIOUS CAR, by Lillian K. Craig, published by the Bruce Publishing Company. "The Curious Car" is something entirely new. It is such a relief to get away from the usual bunny, Peter Rabbit, and fairy stories for our very young readers. This little book will delight the little boy or girl who is in the first and second year of school. It deals with a machine that gets a flat tire and runs away from its owner to a garage. The car speaks to the garage man: "Please, Mr. Garage Man, fix my feet; To have new shoes will be a treat." But if I tell any more it will spoil a treat, so I will finish by saying that it has many colored pictures, with black and white drawings on almost every page, and is a truly dear book.

List of people going to Department of Superintendence Convention, N. E. A., February, 1931:

Doctor and Mrs. John D. Ball, Santa Ana; William F. Barnum, Santa Monica; Harry H. Baskerville, Los Angeles; C. L. Biedenbach, Berkeley; L. O. Bigham, Pasadena; Mrs. Hugh Bradford, Sacramento; F. A. Bouelle, Los Angeles; George C. Bush, South Pasadena; Miss Katherine L. Carey, Los Angeles; Arthur H. Chamberlain, San Francisco; Emmett Clark, Pomona; Roy W. Cloud, San Francisco; F. E. Cobler, San Francisco; Miss Beulah B. Coward, Pasadena; J. A. Cranston, Santa Ana; Professor R. E. Davis, Berkeley; Virgil E. Dickson, Berkeley; Walter C. Eells, Stanford University; Miss Miriam Eisner, San Francisco; S. R. Fitz, Garden Grove; Doctor Arthur Gist, Arcata; Arthur Gould, Los Angeles; Earl G. Gridley, Berkeley; J. M. Gwinn, San Francisco; Miss Elizabeth E. Hamlin, Santa Monica; R. C. Hamilton, San Francisco; D. K. Hammond, Santa Ana; Howard J. Hanna, Los Angeles; C. O. Harvey, Brea; Miss Ida E. Hawes, Pasadena; Miss Helen Heffernan, Sacramento; Walter T. Helms, Richmond; B. T. Hemp, San Francisco; Mr. and Mrs. Walter R. Hepner, San Diego; Honorable Richard P. Hobson, Los Angeles; A. H. Horrall, San Jose; E. J. Hummel, Beverly Hills; C. L. Johns, Huntington Park; Mrs. Eugenia West Jones, Los Angeles; Harry W. Jones, Piedmont; M. G. Jones, Huntington Beach; Miss Mary E. Keegan, San Francisco; W. W. Kemp, Berkeley; Honorable Vierling Kersey, Sacramento; T. C. Kistner, Los Angeles; Miss Jessie M. Lewis, Los Angeles; Vaughan MacCaughey, San Francisco; T. S. MacQuarrie, San Jose; Mr. Marsh, Los Angeles; F. F. Martin, Santa Monica; Melrowe Martin, Salinas; John C. McGlade, San Francisco; W. L. Merrill, San Francisco; Mrs. Edna S. Mettler, San Francisco; Mr. and Mrs. George Moyse, Glendale; Walter C. Nolan, San Francisco; Mrs. Georgia B. Parsons, Los Angeles; Louis E. Plummer, Fullerton; Mrs. X. R. Porter, San Francisco; F. M. Proctor, Stanford University; Doctor Nicholas Ricciardi, Sacramento; Mr. Rite, Berkeley; Doctor Alexander Roberts, San Francisco; Miss Bertha Roberts, San Francisco; Doctor Lester Rogers, Los Angeles; Charles E. Rugh, Berkeley; John A. Sexson, Pasadena; Boyd L. Sloane, Pasadena; A. Haven Smith, Orange; Lewis W. Smith, Berkeley; Professor Alfred Sorensen, Berkeley; Mrs. Alfred Sorensen, Berkeley; W. L. Stephens, Long Beach; Paul E. Stewart, Santa Barbara; F. W. Thomas, Fresno; F. L. Thurston, Los Angeles; E. L. Van Dellen, Ventura; John H. Waldron, Colton; Arthur Walter, Salinas; R. D. White, Glendale; Mr. and Mrs. John R. Williams, Stockton.

A learned man is a tank; a wise man is a spring.—*W. R. Alger.*

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1. **What is the California Teachers Association?**
   It is the one statewide professional organization in California which numbers within its membership all classes of teachers from the Kindergarten to the University.
2. **What are its aims?**
   To benefit the children of California by:
   a. giving impetus to progressive movements
   b. holding fast to that which has been found worthy of preservation
   c. improving teaching conditions
   d. protecting interests of teachers
   e. unifying the educational forces of the state.
3. **How much are the dues?**
   $3.00 each calendar year.
4. **What use is made of funds collected?**
   The funds care for:
   a. legislative programs in interest of schools
   b. annual conventions for teachers
   c. headquarter maintenance
   d. publishing and distributing Sierra Educational News.
5. **What is its form of organization?**
   It is a representative service society in which the Council of Education, through various committees, studies school problems and suggests forward movements of all educational activities.
6. **What benefits may a member expect?**
   A member may expect:
   a. a high class, professional journal every school month
   b. the service of energetic, careful teacher placement bureaus
   c. advice and assistance when needed
   d. stimulation and satisfaction from membership in a large well organized group
   e. an opportunity to serve by participation in association activities
7. **What has the California Teachers Association accomplished?**
   The Association has elevated the standard of the profession by:
   a. securing increased financial support e. g. (Amendment No. 16, Wright Act, Rural supervision, Retirement)
   b. raising standards of certification
   c. securing legislation which has protected the interests of the members
   d. preventing adverse legislation
   e. creating and promoting a definite program for better school conditions.
8. **What may be expected in the future?**
   Future programs which will include:
   a. thoughtful study of all school needs
   b. definite legislative programs
   c. research studies to develop thought and action.
9. **How many members has the organization?**
   36,507 loyal California teachers, July 31, 1930.
10. **Why should I join the California Teachers Association?**
    Because of its accomplishments. I am employed in the largest single organization in the State of California (the state school system); therefore I should do my individual part to maintain its leadership.

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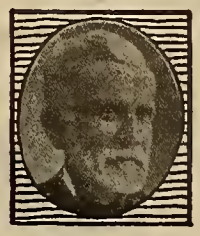

MARCH, 1931

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE ROYAL ROAD to the great Southwest rides with one the last of February and the first of March over the highways that lead through Southern California and Arizona.

THE IMPERIAL VALLEY is a vast checkerboard of green blocks of lettuce, alfalfa, strawberry, pea, and asparagus fields and grapefruit orchards. The squares are 40, 80, 160, 320, and 640 acres in extent.

THE RAILROADS day and night keep a constant stream of trainloads of fast freight of forty refrigerator cars rolling to the great cities of the Eastern United States. Two hundred to two thousand cars per day during the height of the lettuce season.

THE IMPERIAL VALLEY, where fortunes are made and lost in four months; in these troublous times, a white spot.

IMPERIAL VALLEY, 140 feet below sea level, the hothouse of America, fifty by one hundred miles in extent. A land crisscrossed by canals, at this early season filled with the chocolate waters of the great Colorado River.

EL CENTRO, Brawley, Holtville, Calexico, Imperial, Calipatria, Westmoreland, Heber—thriving towns.

MEXICALI—twin city to Calexico—in Old Mexico. A haven for those in search of quail on toast, red wines, and the games of chance forbidden in these, our United States. A town of contrasts—the glitter of frivolity and the squalor of poverty, mud huts, and human beings on the edge of mere existence.

THE SAND DOMES this side of Yuma, white-sifting sand awaiting a camel train or a group of Bedouin horsemen from the Hollywood movie studios.

INDIAN men with long hair, and with the whole family riding into Yuma upon a rickety old wagon drawn by a couple of lean cayuses.

QUARANTINE STATIONS at Yuma maintained by the departments of agriculture of Arizona and California. They inspect you as you go out and as you come in. Itinerant traveling families have thorough inspections.

TWO HUNDRED MILES from Yuma to Phoenix, Ariz. A territory where a cow needs two hundred acres to exist and a jack rabbit somewhat less. Magnificent distances, mountains tabled and jagged, volcanic rock, and gray dust. Paved highway and graveled highway. Gasoline stations very far apart.

THE SALT RIVER VALLEY, second only to the Imperial Valley in the quantity of lettuce shipped. Green with great acreages of lettuce. Alfalfa fields, grazing ground for sixty thousand sheep wintering in the valley safe from the mountain snows. Lambs toddling around unawares that in a month they will be on the trek to the great circle north of the valley, an arc of two hundred miles at the edge of the mountains where a hundred thousand sheep will graze during the summer months.

PHOENIX, queen city of Arizona, state capital and county seat of Maricopa County, where a third of the population of the state lives. A city of commerce and beautiful homes. The Santa Barbara and Pasadena of the inland Southwest. Magnificent hotels, Eastern winterers. Talk of New York, Chicago, South Bend, Wichita, Boston. Dude ranch advertisements in the newspapers. Arizona, following the lead of Wyoming, is going that state one better, for its dude ranches run the whole year round.

THE SALT RIVER VALLEY and its recent great development made possible by the waters of the Roosevelt reservoir.

THE BOULDER DAM, a tender subject. Californians given credit for many adverse virtues. A feeling that water is being stolen to make Southern California even greater, which water, if placed on the lands of Arizona would cause stupendous growth.

OLD MEXICAN KITCHENS where the heat of the food is only equaled by the warmth of a coal fire.

INDIAN trading posts on every street. Indian women with papooses sitting on the sidewalks in front of stores selling pottery they claim to have made. Turquoise ornaments set in old silver on every counter. Indian baskets of fine weave.

ARIZONA, where the sunshine is brighter, the air clearer, the mountains rockier, the cactus stickier, the water softer, the ranches greater, the deserts drier, the grapefruit sweeter, the oranges yellower, the vaqueros alerter, the ozone thicker, the steers juicier, the wool longer, the cotton finer, the copper purer, the inhabitants kindlier than any other part of this, our great Southwest.

ARIZONA, the last of the old American frontier states. A Teutonic civilization imposed upon a Latin and early American one. The last of the states where the Indian is an integral part of the picture. Of Indian tribes there are the Mohave, Apache, Supai, Piute, Navajo, Hopi, Pima, Papago, Maricopa, and Walapai.

ONE HUNDRED and thirty-eight miles from Phoenix to Tucson. Tempe, Mesa, Florence. Cactus forests of Suhuaro and Cholla. The Bisnaga or barrel cactus, the yucca, and the Spanish bayonet, and just before Tucson a few small Joshua trees.

Cholla cactus forests twenty miles wide and Suhnaro plants thirty feet high. Rocky terrain. March first and the softness of spring sunshine.

TUCSON, an ancient modern city. The seat of the University of Arizona. An extensive campus, many buildings, two thousand students, a huge gymnasium, a polo stable owned by the University of Arizona, the Arizona University polo team—a ranking organization in this country, a cactus garden of every Western variety, a huge aviary housing bald-headed eagles.

TUCSON, set down in the middle of a desert, rimmed with mountains, where the sun spends the winter, but for the previous three weeks cloudy and rainy—so unordinary that the patented California word "unusual" was discriminately used with reservations. A city where each morning paper recorded the great number of visitors from the eastern states arriving for rest. Where every other stranger is taking the sunshine cure.

MARICOPA COUNTY (Ariz.) schoolmen attending the recent meeting of the Department of Superintendents, N. E. A., at Detroit included the following: J. D. Loper, City Superintendent of Phoenix Schools; Superintendent H. E. Hendrix of Mesa; E. W. Montgomery, Superintendent of the Phoenix High School and president of the Phoenix Junior College; and Doctor C. O. Case, Superintendent of Public Instruction for Arizona.

EVERET JOHNSON, director of research for the Phoenix public schools, has as his assistants this year Miss Bernice Clark as intermediate supervisor and Miss Fra Samuels as primary supervisor. Both of these supervisors were trained at the Iowa State Teachers College.

EVERET JOHNSON, director of research for the Phoenix public schools, will give two courses in psychology this summer at the Greeley State Teachers College, Colorado.

E. B. WIVEL is Superintendent of the Tempe (Ariz.) grammar school.

THE ARIZONA State Teachers College at Tempe, the presidency of which Doctor Ralph W. Swetman entered upon from that of the presidency of the Humboldt State Teachers College at Arcata, Cal., is at the commencement of a great forward movement. The student body numbers 750, an increase of three hundred persons over last year. The new Matthews Library and administration offices built at a cost of $100,000 and named after Doctor Arthur J. Matthews, president emeritus, were occupied the first of February. The new gymnasium and playing fields are such that they would be a credit to a much larger university. Plans are already made for the renovation of some of the older buildings and the fuller manning of some of the academic departments. Doctor Swetman is being ably assisted in his work by Gerald M. Johnson, business secretary, who is also a newcomer to the institution.

TED EDWIN SHIPKEY of Stanford fame is coach at the Arizona State Teachers College at Tempe.

THOMAS JEROME COOKSON is librarian of the new Matthews Library at the Arizona State Teachers College, which has one of the finest library plants of any university of the size in the country. The main reading-room is most attractive with its fine library tables and chairs and decorated ceiling. The book stacks and library devices installed are the most modern.

DOCTOR IRA DAWSON PAYNE is the head of the department of education of the Arizona State Teachers College.

THE PHOENIX UNION HIGH SCHOOL numbers some four thousand students.

THE SCIENCE DEPARTMENT of the Phoenix Union High School has published under the auspices of the high school a Science Department Manual. This manual outlines in detail the subject matter taught in the sciences of physics, chemistry, biology, general science, and physiography. It gives time allotment for each unit prescribed. In addition, it outlines tests for the outcomes that each student should have achieved before he is allowed to pass the course. This manual was worked out under the general direction of Loyd C. Elliot, head of the science department. The specific subject divisions are credited as follows: Physics, Jay Hyde, assisted by Loyd C. Elliot; chemistry, H .C. Gambee, assisted by S. M. Alldredge; biology, Glendale Griffiths, assisted by L. N. Butler, Ralph B. Dixon, and Arthur B. Clark; general science and physiography, James R. Wilson, assisted by C. E. Young and J. S. Allen.

THE TUCSON, ARIZ., SCHOOLS under the superintendency of C. E. Rose have during the last ten years had the largest proportionate growth of those of any Arizona city. This has necessitated the building of many fine new schoolhouses constructed to fit the climatic conditions of Tucson. The system includes at the present time one senior high school, three junior high schools, and thirteen elementary schools.

GEORGE J. PEAK, Assistant Superintendent of the Tucson Schools, is in charge of much of the supervision work throughout the grades and junior high schools.

THE CENTRAL JUNIOR COLLEGE engineering department of El Centro, Cal., will offer an advanced course in surveying at Lake Tahoe this summer. This course is the equivalent to the University of California C. E. 3 course. John W. Cook of the engineering department of the Central Junior College will give the course. Mr. Cook is a California state licensed surveyor. He is a graduate of Occidental College of the class of 1916 and received his M.A. degree from the University of California in 1919. The entire expense for the course including the course fee is $80. This includes everything except traveling expenses. Students are required to furnish their own sleeping equipment. The course will be arranged to fit the convenience of the students around the middle of July to the middle of August. Inquiries for enrollment can be addressed to the Engineering Department, Central Junior College, El Centro, Cal.

THE SAN DIEGO State Teachers College under the presidency of Doctor E. L. Hardy is entering upon a new era on its new campus and in its new buildings in East San Diego. The college was moved to the new site in February of this year.

THE OLD CAMPUS and buildings of the San Diego State Teachers College that were acquired by purchase by the San Diego School District opened in February as the Alice Burney School under the principalship of Harry Haw, with an enrollment of around a thousand pupils.

THE CORONADO GRAMMAR SCHOOL under Superintendent Fred A. Boyer has passed the 750 mark in attendance. There is occurring a steady growth in Coronado caused by Eastern people becoming permanent residents. Mr. Boyer is planning to establish next school year a library and study hall in charge of a full-fledged librarian, who will act as a director of reading and literature. As librarian this person will have an assistant who will handle the checking in and out of books and study-hall routine, thus giving the librarian time to supervise the reading programs of individual pupils, do story telling, give library training, supervise assembly programs, and conduct classes in literature. The position will be finely remunerative to the person who can fulfill the requirements of the task.

MISS MARDELE ROBINSON, director of research and guidance of the South Pasadena city schools, is sister to Miss Elsie Robinson of the San Francisco *Call-Bulletin*, whose department in that

paper is one of the most widely read in the Bay region. The work of Miss Robinson in South Pasadena is chiefly that of guidance, of personal service to the children and the treatment of maladjustment cases. Miss Robinson came to South Pasadena from the Richmond schools where for eleven years she was principal of elementary schools and taught in the junior high schools. Miss Robinson did undergraduate work at the University of California, but received both her A.B. and M.A. from Columbia University.

De Witt Montgomery, Superintendent of the Visalia City Schools, is hastening the construction of the new classroom building and the auditorium made possible by the $210,000 bond issue recently passed in his city.

C. L. Geer, Superintendent of the Coalinga City Schools, lately had the privilege of letting several of his high school students have the opportunity of excavating two mastodon tusks in the Kettleman Hills region. The tusks excavated now belong to the Coalinga High School.

Raymond T. Neideffer, General Supervisor of the Bakersfield elementary schools, is carrying on a general revision of the Bakersfield courses of study acting in conjunction with several working teacher committees.

Mrs. Harriet S. Davids, Kings County free librarian, in visiting her branches sometimes takes a clerk from the office, who is left at a branch while Mrs. Davids carries the branch librarian visiting to other branches in the county to observe the problems existing there. This has caused a building up of a finer *esprit de corps* and a wider understanding of the solution of the problems of the branch librarian.

The Los Angeles City Board of Education has called a bond election for March 27 at which the voters will express their desires upon a $12,720,000 bond issue. This is the same date which H. S. Upjohn, Superintendent of Los Angeles County Schools, has already set for the election on the formation of a junior college district. Of the amount to be voted upon $6,930,000 of the bonds will be voted in the high school district and $5,790,000 will be voted upon by the elementary district. The Los Angeles City Board of Education has issued the following statement as to why the bond election was called at this time: "To provide school-building accommodations where urgently needed, to take advantage of the present low price of building materials, and to furnish work in the near future for many persons now unemployed.

The Merced County Board of Supervisors have just finished the Sunshine School at the Merced County Hospital, which will be the new quarters for the tubercular school that is administrated there under the supervision of C. S. Clark, Superintendent of the Merced Grammar Schools. This Sunshine School is an open-air room with all the equipment necessary to carry out instruction of tubercular children. This school is really a preventorium as all severe cases are sent to the Ahwahnee Hospital. Doctor Ruffin Pratt from the Ahwahnee Hospital holds a clinic at the hospital two days a month, at which all suspected cases of child tuberculosis is observed. Mrs. Elizabeth Silliman, who for the past year has been in charge of this school, is being transferred to the Merced Galen Clark School. Her position will be taken at the Sunshine School by Miss Alvida Ragsdale.

March 7 the Imperial County Board of Education heard the presentation of books by the various bookmen for adoption for the new county manual. The Imperial County Board consists of Mrs. Grace Ferrell, president, Calexico; Mrs. Esther J. Kavanaugh, Holtville; Percy E. Palmer, Brawley; M. B. Hockenberry, Imperial; and C. B. Collins, secretary. Bookmen present included the following: Rand McNally & Co., Ralph T. Works; Macmillan Company, C. E. Cave; Laidlaw Bros., D. C. Weage; Houghton Mifflin Company, R. H. Loomis; Ginn & Co., E. F. Burrill; Doubleday, Doran & Co., E. L. Shirrell; Bobbs–Merrill Company, John Whitsell; American Book Company, T. A. Dempsey; Harr Wagner Publishing Company, W. M. Culp.

Glen D. Wight, Superintendent of the Corona Schools, is expecting a $75,000 bond election in the near future to provide funds for furnishing additional school facilities at the high school and the other elementary buildings. Corona enrolls 398 students in the high school and 1668 pupils in the elementary schools.

The Tracy Union High School of which Ellis G. Rhode has been principal the last two years has made a marvelous growth during the last decade. The year 1920 saw the enrollment of sixty-eight students. In the school year 1929–1930 the A.D.A. was 283. At the present time 370 pupils are enrolled, a 30 per cent growth over last year. This growth has been caused by the settling of irrigation projects in the territory adjacent to Tracy. The Tracy faculty numbers seventeen teachers. Mr. Rhode during his régime has reorganized the scheme of administration, made a new high school course of study with the help of the teachers, and laid great emphasis upon vocational education. A night school is functioning and offering a tractor course, work for dairymen, naturalization classes, and instruction in stenography and typewriting.

R. B. Abbott, principal of the Heaton School, Fresno, has been appointed head of the book committee for the elementary schools by Superintendent O. S. Hubbard.

The Fresno city schools, under Superintendent O. S. Hubbard, have come to be a well-rounded-out system, in which pupils of different aptitudes and desires can find what they want to pursue in education. The enrollment in the Fresno schools totals 14,000. These students are handled in the following schools: Two 6-year high schools; one 3-year vocational school; one 3-year senior high school with college preparatory work; three straight academic junior high schools; one continuation high school; one night school; one parental school; and eighteen elementary schools. Five hundred teachers man these schools. As to the junior high schools, the city is districted. Attendance at the high schools is dependent upon the individual wishes of the student.

In the Fresno system great stress is laid upon vocational education under Lynn E. Stockwell, director of vocational education. Such a course as that of welding, in the evening high school, brought out a class of fifty-two. At the Fresno technical school the classes manufacture their own lathes at a great saving in cost to the school district. Also, the manual training classes construct tables and chairs and desks for the city schools at a far less cost than they could be purchased from the trade.

Stevenson's Isles of Paradise, a true story of adventure in the Samoan South Sea Islands, by Alva Carothers. Price $3. Miss Carothers has written an interesting book of an interesting land and sea. The spirit of Stevenson runs through the pages, and the author has given us a book that is worth while. Miss Carothers is a teacher in the Santa Barbara schools, has traveled much, and writes first hand of her experiences. The illustrations are new and attractive. The author includes in the book a personal interview and picture of Thomas A. Edison. Mrs. Mary Roberts Rinehart writes the author as follows: "You have the great gift of making events live for the reader, and that is the secret of travel writing." Order copies from Alva Carothers, Santa Barbara, or Harr Wagner Publishing Company, San Francisco, Cal.

An honest man's word is as good as his bond.—*Cervantes.*

DETROIT MEETING OF N. E. A.

Report by Superintendent Gwinn of San Francisco

THE CHIEF THEME of the convention related to the articulation of the program of education internally and with society of which education is or should be an organized part. Interpretations of facts and results and the solution of problems must give consideration to "the whole child," "the whole situation," "the whole community." The school budget is not an isolated problem to be considered separately from the economic conditions and the needs of other governmental services of the school district and the state.

Five unifying (articulating) factors of education were reported upon:

1. Pupil promotion problems.
2. The articulation of the school and the community.
3. The relation of general to professional education of teachers.
4. The fiscal aspects of articulation.
5. The articulation of the units of the school system.

The convention was so large (attendance was estimated at fifteen thousand) and the program was divided into so many parts, frequently operating simultaneously, that no one person could hear more than a small portion of the total offerings.

Under the general theme of the program the topics which were much discussed included:

Working together with the community; education and training of teachers in service; trends in teacher salary scheduling; guidance of pupils for adjustment to current situations; adult and vocational and parental education; financing education.

The San Francisco plan for the development and operation of the teachers' salary schedule was reported upon favorably.

Growth and efficiency of teachers are accepted requirements for promotions in salary.

The needs of the schools for funds should be considered with the needs of other branches of service. When this is fairly and scientifically done the schools will be allotted more rather than less of the tax dollar.

The convention was rich in suggestions for the development of our program of education. The Year Book will be made a basis for a number of conferences with principals. Plans for new buildings will be studied in the light of the report made by the Commissioner of Education. The proposed program of eligible lists for high school teachers and for the establishment and operation of growth requirements in salary schedules will both be aided by the reports from the convention. School budget-making will relate itself more to the whole city if not less to the schools.

NEW SILENT READERS

A NEW SERIES of "Silent Readers" by John C. Winston Company, William Cairns Harper, Pacific Coast representative, has just been published in keeping with the latest ideas in the teaching of that important phase of reading. The books start with a primer and continue through the eighth year. Each book is titled separately as follows: Primer, "Tots and Toys," Grade 1; Book I, "Growing Up," Grade 1; Book II, "New Friends," Grade 2; Book III, "The Wonder World," Grade 3; Book IV, "Facts and Fancies," Grade 4; Book V, "Whys and Wherefores," Grade 5; Book VI, "Scouting Through," Grade 6; Book VII, "Pioneer Trails," Grade 7; Book VIII, "The Round-Up," Grade 8.

These books are profusely illustrated in four colors, and are well adapted to slow and median groups. The selections are new and original. The presentation of every type of silent reading is made as types for study, for information, for appreciation of story, drama, and narrative. Pedagogically, these books aim to teach pupils to read rapidly and with understanding by developing methods of thought-getting by such devices as the summary and the use of the outline. To teach pupils how to study has been the main objective of this series.

The editors are William Dodge Lewis, formerly Deputy Superintendent of Public Instruction, State of Pennsylvania; Albert Lindsay Rowland, Superintendent of Schools, Cheltenham Township, Pennsylvania; and Ethel Maltby Gehres. Illustrations by Florence J. and Margaret Campbell Hoopes.

MAKING PUPPETS

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Myron D. Witter Elementary School Building, Brawley, California—George R. McIntire, Superintendent of Schools.

THE BRAWLEY ELEMENTARY SCHOOLS

The Imperial Valley is something apart from the rest of California and even a part removed from the rest of the United States. It is a spot where the romance of agriculture is at its highest, where fortune or disaster turn upon the breadth of a wind or the fall of an unlooked-for rain. It is a place where water is gold and the muddy waters of the Colorado out of the great canals honey-combing the furrows of the silt-built fields turn them into seas of green lettuce, cantaloupes, peas, cotton, and asparagus. The Imperial Valley calls for the adventurous spirit. It calls for the man who can risk great things for success. It gives in abundance and takes in abundance.

Of the small cities that dot that great valley none more typifies the character of the soil than does Brawley, in the heart of the greatest agricultural region of the world. These last two years Brawley has been a white spot of business. People have been crowding in by the thousands. That means new homes, more school children, more business.

Brawley has started to grow up. It has had new demands upon its public functions. The schools were one of them. The Board of Education of Brawley, consisting of Virgil J. Sims, president, A. M. Whipple, clerk, and George P. Maurer, was called upon to meet the new demands. They secured as City Superintendent of Schools George R. McIntire and told him the job was his to solve and that they would give their fullest support. The man they selected had had fifteen years of school experience—nine years in Oregon and Washington and six in California. These years have been spent as teacher, principal, and Superintendent. Of degrees, Mr. McIntire has an A.B. from McMinnville College, Ore.; an M.A. from the University of Oregon; and recently passed a preliminary examination for a doctor's degree from the University of Southern California.

The first problem facing Superintendent McIntire was that of teachers and school housing. Brawley has a permanent and a fluctuating school population. There is a difference of enrollment at the peak in Brawley of nearly a thousand pupils. The peak load comes the last of February at the height of the lettuce season. Mr. McIntire at the beginning of the school year had forty teachers. He now has sixty-five, an increase of twenty-five. The enrollment at present numbers 2800 children.

New classroom facilities were provided in the Myron D. Witter School just completed at a cost of $47,636. This school was named after Myron D. Witter, pioneer editor of Brawley and member of the California State Legislature, whose premature death occurred last month. This school has six classrooms, office, nurses' room, teachers' room, heating plant, and services for a fourteen-room building. The campus has twelve acres and is being finely landscaped with lawn and shrubs. The landscaping plans call for 125 umbrella trees, fifty bottle trees, three hundred eucalyptus trees, and two hundred tamaracks. In addition a beautification program is being carried on at the other buildings in the system.

To give more individual identity to the various schools in Brawley, the Board of Education and Mr. McIntire have renamed them. The new names and the principals in charge are as follows: The Westside School becomes the Barbara Worth School with P. N. Bennett, principal; the Primary Building becomes the Ruth Reed School, named after the first white child born in Imperial Valley, with Mrs. Myrtle T. Ulrey, principal; the Eastside School becomes the Miguel Hidalgo School after the George Washington of Mexico, with G. Kearney Anderson, principal; the Spruce School, A. S. Fulton, principal, and the Rockwood School, Mrs. Dora L. Stiles, principal, remain named as formerly.

The transportation of the Brawley grammar school children is not one of the least of the problems of Mr. McIntire. The system runs nine busses, 450 pupils are carried daily at a cost of four mills per student mile. Rules and regulations in regard to bus transportation are strict and enforced. Twenty-five miles per hour is the limit of speed. Each point on the route is logged and the bus driver cannot depart from each point before the time set. Two minutes leeway is given in time of arrival or departure of busses providing weather conditions are normal. Each driver is made absolutely responsible for the welfare of the children in his charge. Two mechanics look after the busses each night. Cost sheets and driver sheets are kept.

In the matter of bookkeeping Mr. McIntire has installed a new system that enables the Superintendent and Board of Education at a moment's notice to know the condition of the various school accounts. The system used is such that the superintendent can work against his unencumbered balances. Work orders, requisition orders, are so filled that the matter of cost accounting is mere routine work.

From the strictly educational side Mr. McIntire is planning a new curriculum for next year that will be four cycle. There will be one course of study for the permanent pupils differentiated into two parts, one for the white children and another for the Mexican pupils. Then there will be a course of study for the transient pupils also differentiated into one for the white and one for the Mexican. The first group of permanent pupils will have an enriched course of study to fit their various needs. The second group of transient students will have separate treatment, a smaller program and will receive drill in the fundamentals. The permanent students will be placed in full quota classes at the first of the year and continue so throughout the school term. As itinerant pupils come in they will be placed under substitute teachers, several grades to a room until there is a sufficient number for a new class. Teachers for these itinerant children will then be hired as the demand comes and will be let off as the enrollment drops.

The Brawley grammar schools are withdrawing from the county library next year and the teachers have been appointed on committees to recommend books for purchase. The various book companies have been calling upon the committees and presenting their materials. In charge of this book selection work as general chairman is Mrs. Myrtle T. Ulrey.

EDUCATIONAL COMMENT

By HERBERT F. CLARK,
Assistant Director of Vocational Education, Los Angeles.

Are You Educated?

ALBERT EDWARD WIGGAM sets the standard in his "Marks of an Educated Man." Here are some of the marks on his measuring rod:

1. *Do you cultivate an open mind?*
"He keeps his mind open on every question until the evidence is all in."
"One of the supreme marks, therefore, of the thoroughly well-educated man is that he has chosen a sound, wholesome, vigorous, industrious, tolerant, open-minded self and stuck by it. He has staked his destiny upon it."

2. *Do you combine the three great heritages of education?*
"For a man to be completely educated, therefore, in the modern sense, he must combine within himself these three great schemes of human life, these three sets of values, these three series of meanings. He must be touched with the social passions of Christianity, by the Greek passion for truth and beauty, and energized by the Roman will to power. Such a man and only such a man is in the modern sense—in every sense—humanistically educated."

3. *Have you achieved the techniques of open-mindedness?*
"A—Do I really want to know the truth about politics, business, science, religion, morals, and life, or do I merely want to prove that the notions I already have about these things are correct?
"B—Am I willing to lay aside the convictions of a lifetime and all the traditions and beliefs of history, and all the customs of my social class when I come into the presence of a new fact, long enough to find out whether or not this new fact ought to change my point of view?
"C—Have I ever, without mental reservation, prejudice, bias, set notions, and dogmas, surrendered my mind and heart completely to the examination of the reasons for my most cherished opinions; that is, have I ever surrendered my mind and heart completely to an acceptance of the truth, whether it shall lead me to hell or heaven?"

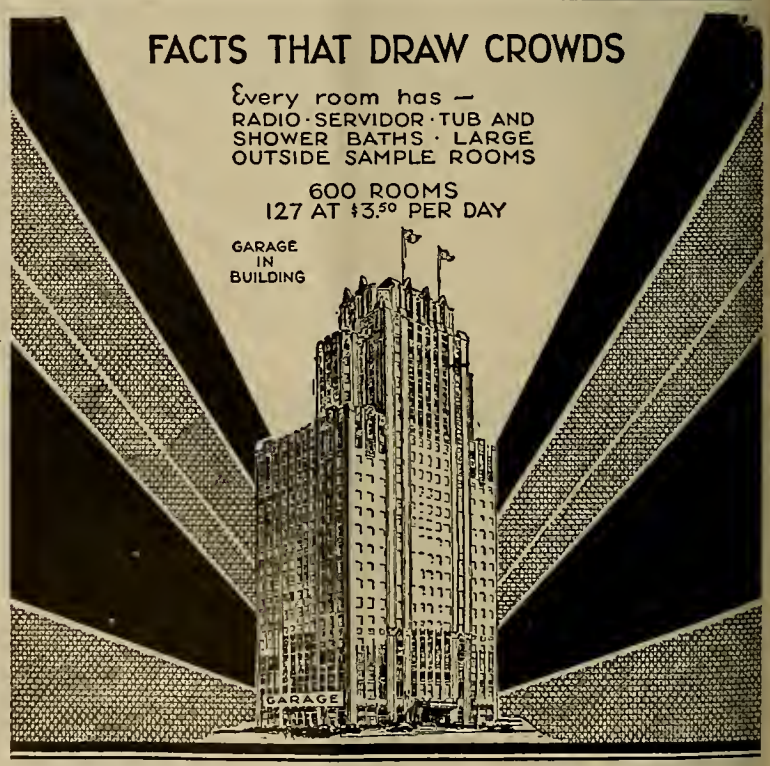
4. *Do you listen to the man who knows?*
"When a man has made this surrender to truth, he is no longer afraid. For the first time in his life, he is free, free from superstition, from dogmatism, from authority. He is free because he trusts his own intelligence. He knows his intelligence will make errors but he knows that only intelligence will correct these errors. He gains a new courage because he relies upon himself. He finds himself in possession of a strange new power—the power to handle and control facts, still greater even, *the power to discover new facts for himself.* He finds, for the first time in his life, that his knowledge *has* become power—power to move men and things."

5. *Do you laugh at new ideas?*
"Every lofty emotion that we allow to evaporate without action is just another moral opportunity lost. We have missed a great chance for strengthening the will and adding to our life controls."

6. *Do you cultivate the habit of success?*
"The habit of succeeding rolls up like a snowball until it sweeps everything before it. *When you have made your nervous system your friend instead of your enemy,* all the habits of a lifetime, all your dynamic force, all the faith, hope and flood of your nature is behind you in every undertaking. You cannot fail, for the literal and actual reason that your whole mind is filled with the picture of success, and failure has become *unthinkable* to you."
"It seems obvious that, in setting tasks for children at which we know they are going to fail, we are only inviting moral disaster by beginning the habits of failure."

7. *Do you realize that as you think so you are?*
"The greatest difficulty is, however, that neither you nor I have ever used one-half of the vast reservoirs of personality and will that we already have within us. All modern psychology agrees that we have rich untapped resources for achievement we have never drawn upon. And the reason we have never opened up these hidden storehouses of power is that we have never *thought our way into them.*"

8. *Can people sell you magic?*
"Young people who accept offhand judgments and choose their careers on the advice of some 'character expert' and employers who purchase such methods of selecting employees are not being 'experted' but exploited. The most exhaustive and careful experiments have found no relationship between any type of head or face, and such things as trustworthiness, honesty, will power, intelligence, assertiveness, perseverance, and the like."
"If a man should try to sell refrigerators to the Eskimos and woolen mittens to the inhabitants of the tropics, it seems to me he would be in the same position as the curriculum makers in our schools who are today actually selling dead and foreign languages and geometry and trigonometry to the boys and girls and their parents — indeed taxing them and compelling them to buy—under the double delusion that they are in some mysterious way 'solving the problems of democracy' and 'fitting the boys and girls for life.'"
"The notion that culture results in some mysterious way from parsing Latin sentences or declining nouns, or digging for Greek roots, is just as much a piece of magic as the mystic words the South Sea Islanders thought they needed to make their boats float on the water."



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"Formal school training has no function or excuse except to fit a man into the social, industrial, and political life of his time and give him mastery over himself and his own work. His ethical and religious life should grow naturally out of this. Yet we do spend an immense amount of time and money trying vainly to teach young people a lot of things that have no value for reaching these desirable ends, things that we know by experiment they forget before they reach these ends and which have no dynamic or constructive relationship to these ends when they do reach them. And to this extent our schools are selling magic."

9. *Have you linked yourself with a great cause?*

"The chief difference, however, is that *democracy in industry tends powerfully toward the development of a sound aristocracy in the management of industry, while in politics the tendencies of democracy are powerfully toward the selection of second-class men for leadership.* Intelligence and superiority have no weight whatsoever in politics. The genius and the moron, the producer and the loafer, the prince and the pauper *have one vote apiece!* The wit of man, I think, could hardly devise any more ingenious method for absolutely insuring, not democracy or aristocracy, but pure and unadultered mediocrity."

"Eugenics is the last great appeal to the moral and religious passions of mankind. The improvement of the race in its organic health, intelligence, and character is the next, and I think the last, superlative objective of ethics, education, religion, industry, and politics. It is nothing short of man taking his own organic destiny to larger, happier, and more fruitful ends. It may fail, it may be too big for man to manage."

10. *Have you built an ambition picture to fit your abilities?*

"Next to the man who has no job at all, the most pathetic things in the world are, first, the man who has a job that is too big for him, and second, the man who has a job that is too little for him."

"The third step is to analyze as best you can the occupations that seem attractive to you. How else can you possibly decide intelligently? No psychologist can help you in this. You must read the newspapers and magazines and get books from the library that tell you about them and talk to every person you can who knows about them. You want to know what sort of work they require, how much preparation, what wages or salary they pay, how rapid are promotions, what sort of people you would have to work with, and the answer to forty other questions. Unless a young man is willing to go through this ordeal it will be only a lucky chance if he strikes the right occupation and, even if he does, going at his life work in this haphazard way means he will never become a really educated man."

11. *Do you keep busy at your highest natural level?*

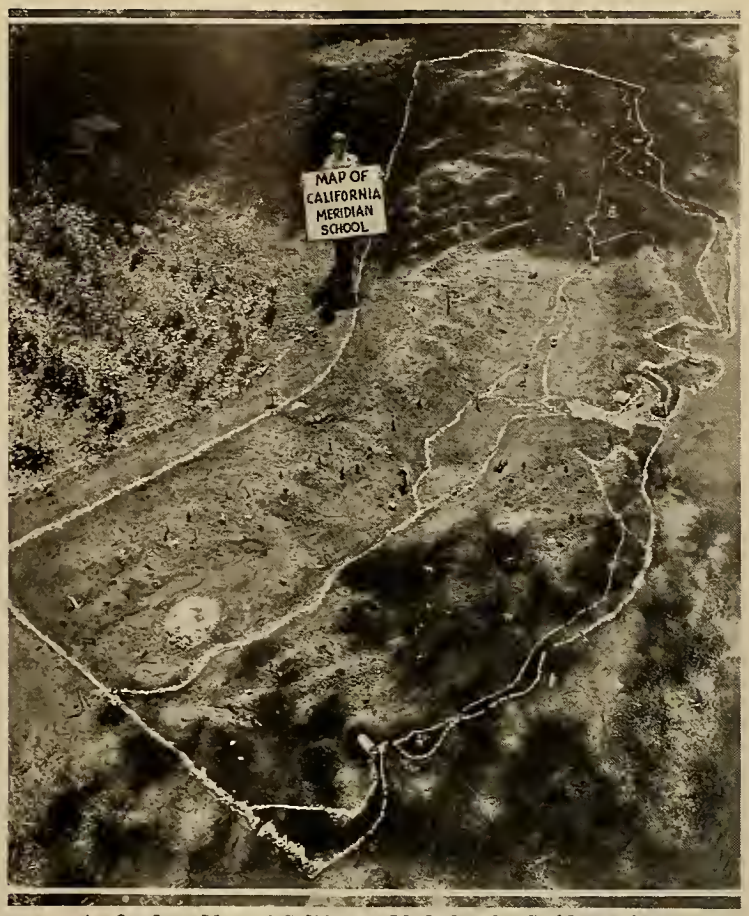
"You have reached the dead line when you hang up your diploma, or your union card, or your stenographer's or accountant's certificate and say, 'I have finished my education.' That is the day when you have really chloroformed yourself and are mentally dead."

"All the way from the cradle to the grave the building of a man's character centers about the problem of choosing a strong, consistent, balanced personality picture and *never* departing from it. Your moral destiny, your social influence, your intellectual development, in short, your power as a person among your fellows, depends upon your choosing the noblest self that is within the range of your possibilities and abiding by it."

12. *Are you too old to learn?*

"We are thoroughly justified in saying that the mind well-nigh knows no such thing as age; that enthusiasm, faith in our learning powers, capacity to improve ourselves, scarcely know the passing of the years. I had always supposed that most of the talk about great things done in advanced life was just old folk's whistling to keep up their courage. But these extensive experiments show this is not true, that everybody has immense powers of learning and achieving

(Continued on page 11)



An Outdoor Map of California Made by the Children of the Meridian School, Butte County, California

AN OUTDOOR MAP OF CALIFORNIA

By Josephine Herbert and Lottie Sisk,
Meridian School, Butte County

After a brief introductory study of California, the children were very enthusiastic over the idea of making an outdoor map. A plot of ground was immediately selected and the work on the outline started. It was all worked out according to scale, and the children, in committees, checked up on each other's work. The top of the map measured twelve feet across, and was something over forty feet long. Small pebbles were placed on the border lines and then whitewashed.

The children were then divided into three groups, each of which was responsible for all the physical features of the section assigned to that group from the northern to the southern boundary. The Coast Range group located, besides the principal mountains and valleys, such places as Clear Lake, Mount Hamilton, Mount Wilson, Mount Diablo, Pinnacles National Monument, and the Redwood Highway. The Great Valley committee outlined the Sacramento and San Joaquin river systems and located important valley cities and highways. In the Sierra Nevada region were located Mount Shasta, Mount Lassen, Mount Whitney, Yosemite Valley, Sequoia and General Grant national parks, Devil's Postpile, Lake Tahoe, and Death Valley.

Then work was started on products, buildings, etc., which were to be placed upon the map. From cardboard were made the fruit trees, vegetables, dairy and beef cattle, sheep, hogs, poultry, oil derricks, and ships. Gold dredgers, domes for the observatories upon Mount Hamilton and Mount Wilson, Mission Santa Barbara, and the State Capitol were carved from soap. The Carquinez Bridge, buildings representing the chief industry of each important city, and an airplane hangar were constructed with white drawing paper. Small match boxes were used for barns. A coping saw was used to cut a wood model of the Wawona Big Trees and the Hooker Oak. Besides these each child brought miniature toys which resulted in a collection of small automobiles, airplanes, trucks, a crate

(Continued on page 12)

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

A. B. 1262, JESPERSON, provides that persons employed by any school district cannot serve as a member of the governing board of the district. This bill is quite reactionary in its intentions. If the principle involved in this bill were applied to all corporate bodies it would mean that a stockholder would not be legally qualified to act as a director in the organization. His financial interests would disqualify him. It was Buchanan, an old English schoolmaster, who said, "You can only govern with the consent of the governed." It was the foundation of the people's right to vote. And in this day and generation you should not disqualify an active teacher from being on the governing board of any district, and especially of large cities where a representative of a teaching body should always be on the governing body. Union labor, civic bodies, women's clubs, social service organizations, American legion, are always demanding representation.

Above all the constitutional rights to serve on a governing board in large centers like Los Angeles, San Francisco, and other cities should not be denied an active teacher. In the governing boards of counties the law requires that active teachers must constitute a majority of the board. It is true that these boards do not fix salaries, but they have to deal with the professional standing, certification, and courses of study that are more vital to the children than salary. No progressive legislator can support a bill of this nature.

EDGAR E. MULLER, one of the real outstanding school principals of California, who taught his first school in San Diego County, is now at the head of the well-known Lakeside School, Oakland, Cal. He was chairman of committee on resolutions at the Bay section of the C.T.A. in December and in ringing sentences supported an adequate retirement bill, tenure, school finances, N. E. A., and county adoption of basal and supplementary textbooks.

ROBERT REA, president, and Helen M. Bruner, secretary of the first district meeting of the California library association, held an interesting session at the Clift Hotel, San Francisco, March 7, 1931. Gertrude Atherton, Brother Leo, George Creel, and Doctor Lyman were among the notable speakers.

DOCTOR H. W. FAIRBANKS' book "Real Geography and Its Place in the Schools," published by Harr Wagner Publishing Company, has received a lot of appreciative publicity in the *Geographischer Literatur-bericht* of Berlin.

CHARLES D. JONES of Hermosa Beach has issued some virile literature against Assembly Bill 1415. He is against consolidation and centralization of school governments. He believes that the school district as the smallest unit of our democratic form of government, has its place. We have always maintained that our public schools are a failure if we cannot train our citizens to govern our schools so far as the local needs are concerned. However, times change and the state and nation are drifting rapidly into the commission form of government required for larger units. And then we will be good imitations of the efficient German system before 1918.

ARTHUR STANLEY GIST will be inaugurated as president of the Teachers College at Arcata March 20, 1931.

BRUCE PAINTER, City Superintendent of Petaluma, has been reelected for another four-year term, beginning July 1, 1931. This will be his fourth term. In the sixteen years that he has served the people of his community faithfully and efficiently, thousands of children have been prepared for life and have, from kindergarten to high school, been under the supervision of Mr. Painter. It is a record that speaks well for the community and the Superintendent.

LAWRENCE E. CHENOWETH, Superintendent of the Bakersfield City Schools, has introduced a very interesting program for the study of the beautiful wild flowers of California. His bulletin is very valuable and a great aid to the study of wild flowers. His first paragraph reads as follows:

"Some of the early writers of California, such as Helen Hunt Jackson, Joaquin Miller, Bret Harte, Robert Louis Stevenson, and John Muir, also several of the more recent writers, have mentioned the great profusion of wild flowers in California of earlier days. Some of the pioneers who are still living verify the fact that in the early days, before California became so thickly settled, there was an unbelievable number and variety of wild flowers throughout the length and breadth of the state. Cattlemen say that even as late as thirty or forty years ago the common alfilaria or filaree grew waist high on thousands of acres of grazing land. We know from the description of a certain scene in the play "Ramona," by Helen Hunt Jackson, that the beautiful wild mustard (pest though it was considered) grew in profusion, and as high as a man's head."

BAY REGION CONFERENCE

A CONFERENCE on progressive education to be held in Oakland, April 23–25, is being planned by a committee of public and private school people, of which Doctor John A. Hockett of the University of California is chairman. The purpose is to bring together in a series of lectures, classroom demonstrations, and round-table conferences, both teachers and parents for a frank discussion of the problems and possibilities of progressive education. The meetings will be open to all without charge.

The opening meeting, Thursday evening, April 23, will be devoted to the theme: "What Is Progressive Education?" Speakers on this program will discuss the following topics: "What Is an Activity Program?" "The Meaning of Freedom in Education"; "Meeting the Needs of the Individual Child"; "The Three R's in Progressive Education."

Friday morning, April 24, will be devoted to carefully planned visitation of school work of many types. This will be followed Friday afternoon with round-table discussions by the visiting groups. A general meeting, of interest to all, is arranged for Friday evening.

Saturday morning will be devoted to a series of group conferences. Some ten or twelve significant phases of education are listed for open forum discussion under the guidance of competent leaders. A luncheon meeting, Saturday, will mark the conclusion of the series of meetings. At this luncheon the contributions to progressive education of the teacher, the principal, the superintendent, the teachers' college, the university, the elementary school, the secondary school, the rural school, and the private school will be presented in a series of four-minute talks.

This conference is the third of this nature to be held in California. The first one was held in San Diego, January, 1929; the second in Pasadena in January, 1930.

(Continued from page 9)

that can be drawn upon at any moment throughout life with complete confidence of reaping abundant reward."

13. *Do you still have faith in the man you might have been?*
"So, I say the educated man strives always to keep faith with the man he might have been. His whole life is guided by a picture of that man, and education is just the effort to make that man constantly better."

14. *Have you achieved the masteries that make you a world citizen?*

15. *Have you created a love of the beautiful?*
"But the educated man, and he alone, knows how to mix the trivial with the great and to clothe the commonplaces of life with meanings that link them with infinity, with significances that make them a part of eternity."

16. *Do you live a great religious life?*
"If finally, then, we should try to think and imagine what the religious life of an educated man in this age of the world might be—a man, that is, who has really entered into the three great cultural heritages with which we began this discussion of education—the Greek heritage of science and fearless joy in the world; the Roman heritage of utility, power, and social organization; the Christian heritage of sympathy and charity—it seems to me that to become an intelligent partner in this great evolutionary enterprise of creating a better and happier human race is education, poetry, ethics, religion, enough to satisfy all the organic trends that flesh is heir to. It is far and away the most difficult task the mind and heart of man has ever embarked upon or ever will. But the fact that science has shown that it lies within the realm of the possible, and that the perfectibility of man is the highest dream of his own spirit—a spirit that is itself the outcome of evolution—makes it at once, of necessity, the most insistent religious and ethical duty and privilege that is open to mortality."

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(Continued from page 9)

of oranges, a grader for making checks in the rice fields, an alligator, and some small chickens and cattle. Small bales of cotton were made by one of the children. The pupils in the primary grades made evergreen trees for the mountains by attaching shredded pieces of green crêpe paper to small twigs. Some of them also made paper automobiles and airplanes.

El Camino Real was located, and a small gilded cardboard bell on a piece of baling wire with the name of the mission on a paper beneath the bell gave the location of each of the missions.

Flour represented snow on the high mountain peaks. Sand was placed on the Mohave Desert and Death Valley. Waters were shown by the aid of bluestone and highways by white-washed pebbles. Signs were placed to show all the state borders and Lower California. Small match boxes were placed in the sides of mountains for mines, and small cars upon rails were seen coming from each. Pebbles wrapped with tinsel represented quicksilver, and gilded ones, gold.

Sacramento was represented by a soap carving of the Capitol, San Diego and San Francisco by boats and ships in their harbors, Petaluma by egg-packing plants, Bakersfield by oil derricks, Santa Barbara by its mission, Oakland by an airport, San Jose by a cannery, Fresno by a raisin-packing plant, Berkeley by the Campanile on the university grounds, and other cities were named in the same manner as the missions.

During the whole period of work (several weeks) committees were kept in touch with each other's work through special individual reports.

The picture does not show the details of the work, but it does give you an idea of the work in a way that no description can. But no picture and no description can show the best things of this work: The delight and growth of the children; the give and take of the stronger with the weaker; the brighter with the less mentally alert; and the older grades with the younger—all working together toward a common goal. Teachers and supervisors were delighted with the results, but the deepest pride, and the greatest thrill, belonged to the children.

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

District Meetings—California Library Association

Five of the nine districts of the California Library Association have held their meetings on five successive week ends. These districts, the fourth, fifth, sixth, seventh, and ninth, comprise forty counties and extend from the Oregon boundary line to Mexico and from the high Sierra Nevada Mountains to the Pacific Ocean.

Each of these meetings has been well attended and much interest shown in the excellent programs arranged by the respective district presidents. Miss Mary Barmby, librarian, Alameda County Free Library, and president, California Library Association, added greatly to the success of each meeting by her presence and her inspiring addresses.

Sixth District Meeting

In spite of showers punctuated by lightning and thunder, almost five hundred library workers from south of the Tehachapi gathered at Claremont on January 31 for the sixth district meeting of the California Library Association.

The morning session was held in Bridges Hall, Pomona College. Mrs. Frances B. Linn of Santa Barbara presided in her usual gracious manner and Miss Elizabeth Topping of Ventura acted as secretary.

During the time devoted to business there was a spirited discussion concerning the advisability of dividing the sixth district and the convention finally voted to endorse the recommendation of the committee on redistricting to make three districts in the southern part of the state instead of one. According to the new plan Los Angeles, Orange, and Inyo counties will form one district; Ventura, Santa Barbara, and San Luis Obispo another; and San Diego, Imperial, San Bernardino, and Riverside counties the third.

Visitors from the northern part of the state included Miss Mary Barmby of Alameda County, president of the California Library Association, and Miss Eleanor Hitt of Sacramento, who represented the State Library in the much regretted absence of Miss Mabel R. Gillis, state librarian.

The theme of the program was "Mexican Backgrounds" and the first speaker was William H. Kirk, professor of sociology at Pomona College and exchange professor at the University of Mexico. Doctor Kirk read a scholarly and interesting paper on cultural changes in Mexico, describing briefly the high state of civilization found by the Spaniards in their conquering invasion and its gradual disintegration under the following regimes. He ended with an explanation of the new national culture that is emerging from these many backgrounds and which is being helped by three factors—the spread of rural education, the agrarian revolution, and the nationalist movement.

Miss Druzilla MacKay of the Fullerton High School, who has taught in Mexico, gave an informal and delightful talk, developing the theme of rural education in Mexico that had been mentioned by Doctor Kirk. At the end of her talk Miss MacKay, who evidently has had wide experience in teaching Mexicans in the public schools of this country, paid high tribute to librarians who, she said, had never failed her in time of need.

The morning session was followed by luncheon in Frary Hall. Willis Kerr, librarian of Pomona College Library and host of the day, was introduced by Mrs. Linn. He in turn presented Doctor Hartley Burr Alexander, who talked on the fresco "Prometheus" which decorates the recess at one end of the refectory. The painting is by the Mexican artist Orozco and was made possible through the efforts of Doctor José Pijoan, a writer and professor connected with Claremont Colleges. Doctor Alexander's talk was chiefly concerned with the Promethean legend which, he pointed out, appears in some form or another in the mythology of every race. Because of the grandeur and significance of the theme it has been a favorite in literature and art for many centuries. Nothing, Doctor Alexander feels, could carry a more inspirational message to college students than this representation of the Titan Prometheus snatching fire from heaven to bring life to the clay bodies of earth-bound men.

At the conclusion of the luncheon program the formal meeting adjourned and the delegates scattered in groups to visit the Claremont branch of the Los Angeles County Free Library, the Pomona College Library, and the beautiful new library of Scripps College which was to be dedicated two weeks later but which was opened as a special courtesy for the pleasure of the visitors.

Fifth District Meeting

The fifth district held its meeting at Sacramento on February 7 in the Auditorium of the State Library. A program filled with profit and pleasure to the visiting librarians had been planned by the president, Miss Cornelia D. Provines.

H. K. Johnson, chairman, Sacramento County Board of Supervisors, extended a hearty welcome to the visitors. He spoke with pride of the efficient service given by the Sacramento County Free Library and paid a fine tribute to Miss Provines as county librarian.

John Miller, vice president, Sacramento City Council, extended most cordial greetings from the city of Sacramento. He called attention to numerous places of historic interest, beautiful public buildings, and homes which he hoped the delegates to the meeting might see.

Miss Eleanor Hitt was invited by Miss Provines to a seat on the platform and was introduced as assistant state librarian. Miss Hitt responded graciously to the welcome given her and said there was a homelike feeling in attending the meeting, as she had at one time been president of the fifth district.

Miss Mary Barmby, president, California Library Association, in a most interesting address stressed the subject of adult education. She brought to the minds of her audience a realistic picture of a discussion group of fifteen people in a small community in Alameda County who held meetings in the branch of the county library with the custodian of the branch library assisting them. The educational possibilities for such a group and the opportunity for library service gripped the imagination of her listeners.

A hearty welcome was given Miss Mabel R. Gillis, state librarian. As this is legislative year Miss Gillis spoke briefly on legislation. She assured the librarians that the State Library would keep them informed of bills that would affect libraries.

During a short business session Miss Amy Boynton, librarian, Lodi Public Library, gave a most interesting and convincing talk on the desirability of membership in the California Library Association and in the American Library Association. She presented strong arguments for belonging to each organization.

Miss Cornelia D. Provines was elected dele-

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gate for the nominating committee, California Library Association. Miss Jewel Gardiner, secretary of the sixth district, California Library Association, and librarian, Teachers' Professional Library of the city schools of Sacramento, was elected alternate.

During the noon intermission luncheon was served in Hotel Senator overlooking the beautiful Capitol Park.

A literary treat was given to the librarians at the afternoon session. Mrs. Margaret Y. Lull, author of "Golden River," explained "The Building of a Book" by telling how she wrote her books. Her comments on the discouraging pathway writers tread before a story or book is published left her audience with no illusions concerning sudden success of authors.

Major John Matheson, author of "The Needle in the Haystack," is a United States engineer in charge of the Sacramento flood control project. He told in a delightfully whimsical way of working by day with the realities of life as embodied in dredgers, levees, and all that confronts an engineer who is controlling floods and then at night how he slipped away into the world of romance where he wrote nonsense stories. Major Matheson closed a scintillating talk by telling one of his nonsense stories.

Mrs. Constance Mitchell, head of the children's department, Sather Gate Book Shop, Berkeley, had for her subject, "What Have You?" She told of many recent books for children and ended the program by telling several stories in her inimitable way.

Ninth District Meeting

MRS. ELLA PACKER MORSE, president, ninth district, California Library Association, arranged for the forenoon session of the annual district meeting to be held in Colusa in the Women's Club House on February 14 and the afternoon session to be held in the Memorial Auditorium at Willows, Glenn County. Mrs. Morse, librarian, Colusa County Free Library, and Mrs. Faye K. Russell, librarian, Glenn County Free Library, by their excellent teamwork demonstrated that a most successful meeting can be held in two counties in one day.

The address of welcome by Mrs. C. A. Poage, member of the board of trustees of the Colusa Public Library, was most cordial. During her remarks she expressed keen appreciation of the branch library service to the town people given by the Colusa County Library through the Colusa Public Library, of which the secretary of the ninth district, Miss Emily Howard, is librarian.

Mrs. I. D. Hicok, as soloist, with I. D. Hicok, accompanist, furnished most pleasing musical numbers.

Miss Mary Barmby, president, California Library Association, was warmly welcomed. Her address was filled with interesting information and helpful suggestions. She told of the part the radio is taking in educational advancement, spoke in particular of the greater appreciation and understanding of music through radio broadcasting and of the increased opportunities for library service which has been an outgrowth of radio activities.

Legislation of interest to librarians which had been introduced at the first session of the legislature of 1931 was presented by Mrs. May Dexter Henshall.

Miss Cornelia D. Provines, librarian, Sacramento County Free Library, who is a fluent speaker and gifted story-teller, was scheduled to tell folk tales. She prefaced the story-telling by tracing the origin of fairy stories from folk tales.

Before adjourning for the noon intermission the plan of the California Library Association to redistrict the state was discussed. The ninth district voted to unite with the eighth district.

The ninth district elected Mrs. Ella Packer Morse, nominator, and Miss Ida M. Reagan as alternate to represent the district on the nominating committee, California Library Association.

The auto ride from Colusa to Willows ended at Hotel Barton, a beautiful country inn. Glenn County is a paradise for sportsmen when the rice fields are teeming with ducks and geese. It is equally famed for its droves of turkeys. The visiting librarians were made pleasantly aware of this industry when they were served a delicious and bounteous turkey dinner.

Musical numbers by the high school band of Willows added to the pleasure of the noon hour.

The afternoon session was held in the auditorium of the beautiful Memorial Building, erected in honor of the Glenn County men who served the state and nation during the World War. In this building the Glenn County Library has most attractive and commodious headquarters.

The afternoon program was opened with exceptionally fine instrumental music by Miss May Read, J. E. Cogswell, and L. A. McArthur.

Miss Alice Anderson, librarian, Chico State Teachers College Library, spoke most earnestly on the topic, "The 1931 Phases of the Industrial Revolutions" now existing in India, China, and Russia.

Hugh Bell, director of research and extension at Chico State Teachers College, spoke on "The Psychologies of 1931." At times he treated the subject facetiously and then dwelt upon it seriously. A few experiments served to illustrate points he made.

At the close of the meeting tea was served in the headquarters of the Glenn County Free Library.

Seventh District Meeting

THE SEVENTH DISTRICT of the California Library Association held its annual meeting February 21, 1931, at the Eureka Inn in Eureka, Cal. The president, Miss Edna D. Davis, Humboldt County librarian, presided.

Librarians from all over the county attended, representing Humboldt State Teachers College, Fortuna Union High School, Eureka Junior High School, Eureka Free Library, The Arcata, Fortuna, Cutten, Blue Lake, and Garfield branches of the Humboldt County Free Library, and Lincoln's Book Shop.

The first speaker on the program was Miss Mary Barmby, president of the California Library Association, who gave a brief but very interesting talk with many helpful suggestions for the coming year. One of these suggestions was that we follow the Standard radio broadcast of symphony music. Another was "Discussion Groups" as a part of the adult education plan. The leader of such a group is to be chosen from the community and not to be the branch librarian. This plan has been tried out and worked very successfully.

Mrs. Constance Mitchell of the Sather Gate Book Shop, authority on children's books and well-known teller of children's stories, entertained us with collections of these stories especially adapted to the adult listener. We were carried away with the charm of these delightful folk tales. Mrs. Mitchell also told us of the new and worth-while children's books of last year and this year, giving her own interpretation of the characters who live between the colorful pages.

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C. E. Graves of Humboldt State Teachers College talked to us on C. L. A. and A. L. A. memberships, giving us many good reasons for becoming members of such valuable organizations.

A short business meeting followed the luncheon, Miss Davis, president of the association, presiding, and Mrs. Helen Bartlett, secretary of the district, read the minutes of last year's meeting. Miss Davis was elected nominator to represent the district at the Del Monte meeting of the California Library Association. C. E. Graves was elected alternate.

Fourth District Meeting

The annual meeting of librarians of the fourth district, California Library Association, convened in the Merced Women's Club House, Merced, February 27. The president, Miss Minette L. Stoddard, librarian of Merced and Mariposa counties, created exactly the right atmosphere for each speaker by her apt and gracious introductory remarks. Mrs. Isabelle De Witt of the Merced County Free Library acted as secretary.

Frank Pebley, chairman, Merced County Board of Supervisors, welcomed the librarians most whole-heartedly.

From the incomparable Yosemite Valley, Colonel C. G. Thomsen, superintendent, Yosemite National Park, brought the greetings of Mariposa County.

Miss Mary Barmby, as president of the California Library Association, brought greetings from the entire state and made anouncements concerning the thirty-sixth annual meeting of the California Library Association at Del Monte, April 13–15.

B. B. Futernick of Foster & Futernick Company gave a practical and illustrated talk on "The Library Unemployed—The Cause and Solution."

The fascinating subject, "Once a Librarian, Always a Librarian," assigned to Miss Stella Huntington, brought to her many friends a mental picture of her in the Mechanics Mercantile Library, San Francisco; the State Library; as librarian of the San Francisco State Normal School Library; librarian, Yolo County Free Library; and librarian, Santa Clara County Free Library. From each position she was called to another of greater responsibility until she resigned, rested a few years, and then responded to requests to substitute for others who need a rest. At present Miss Huntington is substituting as librarian of the Tuolumne County Free Library.

After luncheon at Hotel Tioga the afternoon session was opened with music by Mrs. Arthur Ford.

Miss Alice Cooper, English department, Modesto Junior College, proved a fascinating speaker with a keen sense of humor. Her subject was "Present-Day Tendencies in Verse."

Mrs. Violet Balcom Orr of Palo Alto gave an illustrated talk on "Two Years in the New Russia." Mr. and Mrs. Orr taught English in Russia and lived during most of that time in an apartment with Russians in Moscow. For a few months they shared the apartment with the American journalist, Anna Louise Strong. They traveled during the summers. In their travels they covered quite an expanse of country, up and down the Volga and Kama rivers into the Urals, down to Russian Turkestan, Central Asia, across the Caspian Sea, up to Rostov, back across the Caucasus Mountains to Tiflis, and along the Black Sea. The display of Russian peasant carving, linen, and posters was viewed with much interest by the librarians before the meeting adjourned.

Exercises and Tests in Arithmetic, Grade Three, by David Eugene Smith and William David Reeve. Published by Ginn & Co. Price 28 cents.

The Alpha Individual Arithmetic, Book Four, Part II. Published by Ginn & Co. Price 52 cents. The book is 9½ x 6½ with 218 pages and flexible cover.

SIERRA SUMMER SCHOOL

Summer Session of the Fresno State Teachers College Held at

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Special railroad rates will be in effect. Expenses reasonable. The bulletin will be ready for distribution about March fifteenth.

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DEPARTMENT OF SPECIAL EDUCATION

The Problems of Handicapped Children—Physical, Mental, Social

Conducted by HILDA M. HOLMES,
San Francisco State Teachers College

Announcement

THE NORTHERN CALIFORNIA CONFERENCE on the education of exceptional children will be held on Saturday, April 18, at the School for the Blind, Derby and Bellerose, Berkeley, Cal. This is the second meeting of the conference, which was organized last year.

This year's program, to be issued shortly, has been prepared under the chairmanship of Doctor John Louis Horn, professor of education, Mills College.

All who attended last year's session agreed that the conference was not only most inspiring as regards the enthusiasm displayed, but was also of practical import.

Teachers of special classes will want to reserve April 18 for this event.

The Gifted Child in the Frederick Burk School

By GRACE CARTER,
Assistant Director of Practice Teaching and Vice Principal of the Frederick Burk Training School

THE OLD ADAGE, "Satan will find something for idle hands to do," seems particularly applicable to the more intelligent child. In a formal classroom in which the usual routine of the day comprises drill on the fundamentals and lesson hearing, there is ample opportunity for the brighter child to become a source of disturbance and mischief. A child with better brains than the average sees relationships more quickly. He needs fewer explanations, and hence the deadly routine of drill and lesson hearing destroys his interest in the subject. If he has a nervous, active temperament, he will look about for something better to do. The something better is often a detriment to the well-being of the class routine. If he be a more placid, bright child, in whom habits of conformity have been well established, he will probably develop habits of idleness and mental laziness.

In the Frederick Burk School an attempt has been made to remedy such a situation by setting as a standard the education of the individual to capacity. Realizing that such a program includes not only education along intellectual lines, but also includes opportunities for creative expression, initiative, coöperation, social participation, and social responsibility, the school evolved a new classroom technique which tries to adjust the school work to meet the interest of the varying individuals.

Since 1913, when Doctor Frederick Lister Burk introduced the method of individual instruction in the school, each child has been allowed to progress in the fundamental subjects as rapidly as his capacity and his interest in the subjects would dictate. This method is particularly advantageous for the gifted child. It has been proved that these children accomplish the prescribed work in at least one-half the time formerly allowed.

The question arises, should not the child be allowed to go to high school as soon as he has finished the prescribed course of study. Experience has shown that children thrown with other children of different chronological age and of different stages of physical development are often unhappy, due to the difficulties in adjusting social relationships. Furthermore, there is much more to the developing of the all-round human being than merely to teach him his fundamental subjects.

Therefore, in the Frederick Burk School the time saved is used in a number of ways to further the more comprehensive education of the child. Working individually, he is allowed to browse along the way, if he finds something that intrigues his fancy. Working in the group, he finds his place in working out a problem in an activity or a project that the group is developing. Such a problem may take the form of writing stories, poems, creating music, sculpturing soap, modeling clay, drawing posters, looking up research work in the library, going on field trips to discover more in line with the project, writing articles for the school newspaper and magazine, making visual aids to illustrate points, dramatizing certain phases of the activity, making puppets, and building exhibits.

The child, therefore, may become an integral part of such activities as a school post office, newspapers, magazines, civic clubs, museums, stores, playhouses, Indian life, projects of different countries, such as Switzerland, Holland, of current events, such as Byrd at the South Pole, etc.

Another opportunity provided for the children is that of the "special subjects." A child may elect to pursue either one subject or a number of subjects of particular interest to him—club work, such as art, creative music, lessons on different musical instruments, or-

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chestra, physical science, dramatics, story writing, travel club, manual training, domestic arts, and interpretative dancing. As these subjects are organized in the form of clubs, they are often conducted according to parliamentary procedure. Thus the children learn to conduct their own meetings and organize them for efficient work.

The saving of time also allows for the development of a fuller physical program. The school is dismissed earlier than most schools are. All the children are encouraged to stay on the school grounds. Rhythmical dancing classes, clogging classes, interschool games, intermural games, posture work, swimming classes, and other various physical activities are planned for them.

Thus the gifted child is so happily engaged in pursuing the thrilling adventure of real living that he has little time to become either a discipline case or a mentally lazy child.

RURAL SUPERVISORS

The California Rural Supervisors Association, northern section, met in Chico at the Chico State Teachers College on February 9, for their regular all-day conference.

Miss M. L. Richmond, supervisor of Butte County, acted as conference leader in the absence of Miss Heffernan, chief of division of rural education.

The conference topics, as formulated by Miss Heffernan, were:

How Shall the Elementary School Operate to Fulfill These Functions?

1. Help every child to understand and practice desirable relationships.
2. Help every child to discover and develop his own special aptitudes.
3. Help every child to cultivate the habit of critical thinking.
4. Help every child to appreciate and desire worth-while activities.
5. Help every child to gain a command of the common integrating knowledges and skills.
6. Help every child to develop a sound body.
7. Help every child to develop a normal mental attitude.

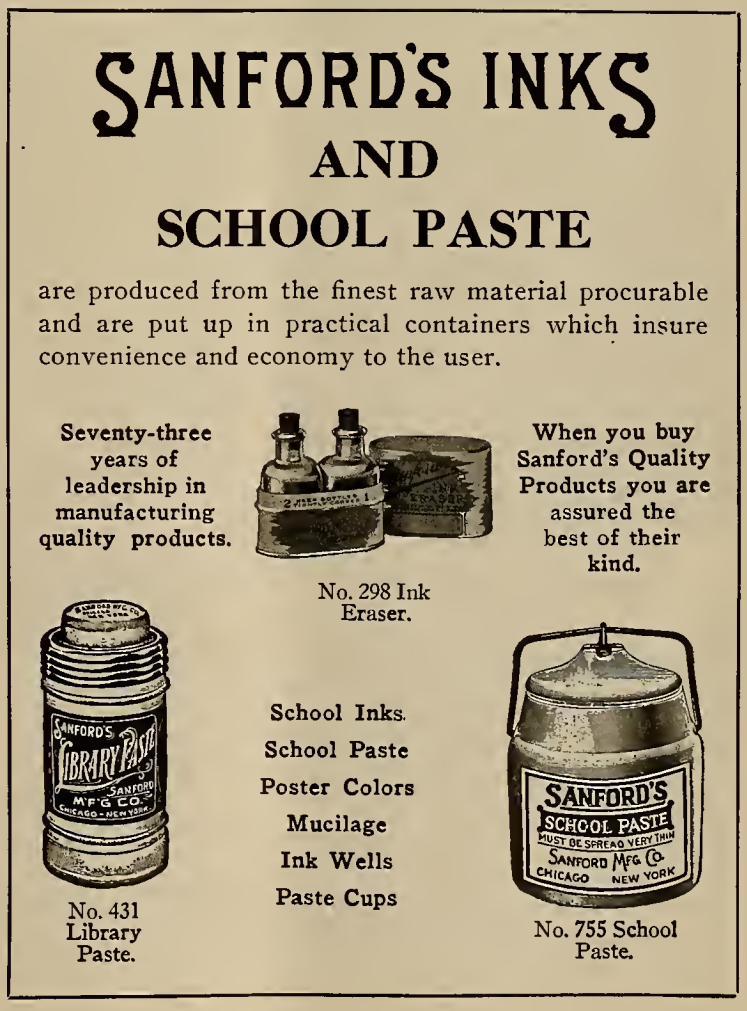
Assignment of topics was made—two superintendents and three supervisors to each topic. After each assigneee made her contribution, the topics were then open for general discussion.

The conference, in brief, held that the elementary school should operate in the following manner in fulfilling these functions:

1. Help every child to understand and practice desirable social relationships through the selection of the teacher—one cultured in voice, manner, dress, and one having sympathetic understanding; through subject matter—history, geography, civics, physical education, morals, manners, etc.; through opportunity to practice social usage; through a study of cases and home visits—to *know your child.*
2. Help every child to discover and develop his own desirable aptitudes by providing more concrete materials and opportunity to use them, beginning with the first year.
3. Help every child to cultivate the habit of critical thinking by giving him the opportunity and privilege of thinking independently, of making decisions with facts; by providing situations that *require* thinking; by training in evaluating; and by care in putting forth questions.
4. Help every child to appreciate and desire worth-while activities by studying carefully each child to learn what a desirable activity for him would be; by using pupil standards; by creating a desire through the provision of a wealth of material.
5. Help every child to gain a command of the common integrating knowledges and skills by adapting material and instruction to the needs and ability of the individual pupil; by tying up knowledges and skills with life experiences through activities involving these knowledges and skills; by having well-prepared teachers and well-prepared materials.
6. Help every child to develop a sound body by instilling correct attitudes and habits; by daily inspection, regular weighing, and the formation of nutrition classes; by providing proper school buildings and equipment; by hot lunches and the demonstration of proper school lunches.
7. Help every child to develop a normal mental attitude by studying the causes of misbehavior and removing the causes when possible; by not overemphasizing minor offenses; by making success possible for every child by adapting work to his ability, building up his self-respect and self-confidence through self-improvement, thereby eradicating fear and the inferiority complex.

The regular luncheon of the association was held at Hotel Oaks with forty in attendance. The superintendents and supervisors extended a greeting to Rudolph Lindquist, Chico State Teachers College new president, who responded with characteristic modesty.

Education is the only interest worthy the deep controlling anxiety of the thoughtful man.—*Wendell Phillips.*



WESTERN SCHOOL NEWS

MISS RUBY J. SMITH, District Superintendent of the Del Monte Schools, reports a rapid growth for the schools of her section. The highest enrollment at the present time is 485, an increase of 145 over last year, or a gain of nearly 43 per cent. Because of the high rate of increase more classroom space will be necessary before the opening of schools in the fall, which means that more rooms will be added to one of the present plants, without doubt the Seaside School, as growth is greatest in that section.

Since Miss Smith has had charge of the Del Monte schools, several new activities have been introduced. Primary bands in the lower grades, piano instruction and glee club work in the intermediate, orchestra and band instruction, journalism and reading clubs in the upper grades now have a part in the regular schedule, as Miss Smith believes that pupils in the smaller schools should be given some of the cultural advantages equal to those which children enjoy in the larger schools. It is gratifying to know that a progressive educational program can be carried on even in the smaller schools, providing administrators of vision can be secured for these positions.

Miss Smith first went to the Monterey peninsula seven years ago from the East, where she had had wide experience as an administrator and director of teacher training under Doctor Milo B. Hillegas, now of Columbia University. For five years she was connected with the Monterey system, first as teacher and later as principal of one of the larger schools before taking up her work in the Del Monte schools.

THE COLLEGE DEPARTMENT of the Fisk Teachers Agency is sending out an attractive college Bulletin from 28 E. Jackson Boulevard, Chicago, Ill.

RURAL SCHOOLS will find of special interest two types of material which may be obtained at nominal cost from the school service departmentof the National Geographic Society.

As a contribution to the enlivened teaching of geography in rural schools the society recently announced it will send packets of ten different copies of the National Geographic Magazine *to rural schools only* upon payment of fifty cents to defray cost of packing and carriage charges.

THE 1931 FLOWER SHOW will be held at the St. Francis Hotel, San Francisco, April 16, 17, and 18. Write to Harry Adam Bunyard, 212 El Camino Real, Burlingame, for circular about prizes, etc.

MODERN SEATING

THE AMERICAN SEATING COMPANY of 14 East Jackson Street, Chicago, and of 650 Second Street, San Francisco, has issued an attractive circular showing how the "Modern School" should have "Modern Seating" to have correct sitting posture. The American all-purpose universal desk has six flexible features as follows:

Book support—a special book support extension, quickly converting the standard model to an eye conservation desk.

Level top—a simple device attached below the lid holds it at a level. Especially desirable for group study or socialized recitation.

Typewriter desk—a tilting top for use in the typewriting department. Turn the top down and it is set for study or work.

Comfort for cripples—various attachments purchased separately as required, to fit the physical fault of the pupil.

Study-hall top—in place of the standard top, a top without book receptacle can be substituted. Ideal for high school and study-hall purposes.

Standard type—for all 'round school use. Various adjustments, attachments, and devices quickly adapt it to any use.

CALIFORNIA LIBRARY ASSOCIATION

THE THIRTY-SIXTH ANNUAL MEETING will be held at Del Monte April 13 to 15, 1931, with probably an added feature on Sunday, April 12. Rates at the hotel, American plan, are as follows: Single room without bath, one person, $8 a day. Double room without bath, $7.50 each. Single room with bath, one person, $10. Double room with bath, two persons, $9.50 each. Two single rooms, bath between, two persons, $9.50 each. Two double rooms, bath between, four persons, $8.50 each. Accomodations are also available at Asilomar and at the Forest Hills Hotel at Pacific Grove; write these direct for rates. Complete programs will be mailed later.—*Hazel Gibson Leeper, Secretary.*

BOOK REVIEWS

SAGE OF THE DESERT AND OTHER CACTI, written by Frances Honker and Dean John James Thornber. The Stratford Company, publishers. Price $2.50. The introduction is by Harold Bell Wright. There are a number of full-page illustrations in the book, also a quotation from the "Lure of the Desert," by Madge Morris, and in the table of contents are chapters on "The Sage of the Desert," "Desert Flowers," "Soldiers of the Desert," "Desert Free," "Goddess of the Night." Mrs. Honkers has brought to the work a loving and sympathetic heart for the real desert. The book has informational value. It is also written in a charming and delightful style. The book should have a large sale.

SOLUTION OF THE WORLD RIDDLE, by Innominatus, Harr Wagner Publishing Company, 250 pages, size 5½x8½. Price $2.50. Colored jacket. This book by an anonymous author should arouse great interest on the part of people who are interested in discussions of a philosophical nature. The author describes his purpose in his well-written introduction, and promises two additional volumes, one on the "Fallacies of Capitalism." Book one is on the national science of the universe. This very interesting book will undoubtedly cause much discussion. The anonymous author is a unique figure and like many of the philosophers who have great thoughts to give to the world lives alone. His home is in the mountains of California. But he has a knowledge of books, of men, and of the philosophers of the world.

THE HUMBOLDT BAY REGION 1850–1875. A study of American colonization of California. 346 pages, 6 x 9, published by the California Historical Society and edited by Owen C. Coy, director of the association. There are many interesting maps and illustrations. This book has the unique distinction of having an American background. Books on California usually have a Spanish, Russian, or English background. The content has been prepared with great historical accuracy. The index is very complete. The entire work is well done and is a credit to the State of California. We hope that California will appropriate sufficient funds for the California Historical Society that other work of great value may follow.

UP AND DOWN CALIFORNIA, the journal of William H. Brewer, edited by Francis P. Farquar, Yale University Press, New Haven, Conn. Price $6. The publication of this valuable volume was made possible by the Philip Hamilton McMillian Memorial Publication Fund. The volume is 6 x 9. 602 pages, illustrated, with complete index and a very valuable introduction.

It is a remarkable record of W. H. Brewer's work in California from 1860 to 1864. The author wrote with great care as to details. While he failed to produce a human document he has contributed a most interesting story of California from the viewpoint of the scientific survey of the resources of the state. William H. Brewer had a scientific mind. He was a college man. He gave up a college position to become connected with the survey of California and his name is linked with that of Whitney, King, and others who attained national fame on account of their work in California. Russell H. Chittenden, who writes a sympathetic preface, tells of his personality, strength, and vigor, and of his devotion to scientific truth. His letters are full of dignity and charm, and very seldom indeed does he indulge in trivial affairs. His work took him to all parts of California. His observations are accurate, and the traveler today over the same territory notes the changes of the past sixty or seventy years, but the contours of the land, the rivers, the mountains, and the sea are the same. It is a valuable book and should be in our libraries, both private, and public.

WILL IT MARCH? by Thomas Carlyle Lattimer, 408 pages, 6 x 9. Frontispiece in colors. Price $3.50. Harr Wagner Publishing Company. This book relates the progress of a pilgrim of the Twentieth Century or the lifetime and character of Paul Hampton, Litt. D. An age-long epic with a modern phase and a far-west lilt, and incidentally more or less gratuitous philosophy and fugitive criticisms attached by his friend and literary executor, Thomas Carlyle Lattimer, Ph. D., emeritus professor of spiritual eugenics and lecturer on applied humanities, University of St. Jude. The title and explanations are of course satirical, and the author, a well-known San Francisco citizen simply hides his identity behind some interesting anonymous titles. The introduction to this book contains nearly forty pages and is of itself a masterly discussion of the spiritual side of man. The author has a dramatic way of saying things, and it is because he has lived in the pages of this book. There are pages and pages that will awaken discussion, thought, and let us hope lead to a better understanding of life.

ROMANCE OF THE AIRMAN, by Pauline A. Humphreys and Gertrude Hosey, published by Ginn & Co. Price $1.48. This book is divided into captions: 1. The Airman Dreams—dealing with ancient mythology. 2. The Airman Experiments—this deals with early scientific experiments and the first official recognition of aviation. 3. The Airman Invents—

this contains the Wright brothers, the first successful flyers, also the story of Zeppelin's early projects. 4. The Airman Becomes a Pathfinder—this deals with Byrd's flight to the North Pole and Lady Heath's flight across Africa. 5. The Airman Soars to Fame—contains the lost flyers, Nungesser and Coli, and American youth honors Lindbergh. 6. The Airman Serves—this deals with flying the mail and aviation's varied uses in business. There are many other subtitles that are not listed here, which appear under the different headings. There is also a very good glossary, classified list of related topics, a list of books, periodicals, and bulletins on aviation, chronology of aviation, and an index.

Vocational Guidance and Success, by Edward J. Gallagher, published by the Bruce Publishing Company of Milwaukee, Wis. Price $1.20. The aim of this book is to assist the student in laying the foundation of a successful career based on good health, sound education, virile character, and proper training for the vocation for which he is adapted.

What Would You Have Done, by Vernon Jones, published by Ginn & Co. Price 72 cents. This book contains thirty-nine short stories taken from biographies and autobiographies of the childhood of the great characters that live in history. The aim of this book is to present to boys and girls a series of problems in story form for individual and group study. The stories have also been analyzed for vocabulary difficulty. All words over seventh-grade difficulty have been excluded.

Character Education, through cases from biography, by Vernon Jones. Price 28 cents. This is a manual to accompany the reader "What Would You Have Done?"

NOTICE OF EXAMINATION

An examination to qualify teachers for appointment to positions in Kindergartens and grades one to eight, of the San Francisco Public Schools, will be held in San Francisco, California, on Saturday, April 25, 1931, at 8:30 a. m. Full details may be secured by writing to the Department of Personnel, Office of the Superintendent, City Hall, San Francisco, California. Applications must be on file in the office of the Department of Personnel not later than Saturday, April 18, 1931.

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2. **What are its aims?**
   To benefit the children of California by:
   a. giving impetus to progressive movements
   b. holding fast to that which has been found worthy of preservation
   c. improving teaching conditions
   d. protecting interests of teachers
   e. unifying the educational forces of the state.
3. **How much are the dues?**
   $3.00 each calendar year.
4. **What use is made of funds collected?**
   The funds care for:
   a. legislative programs in interest of schools
   b. annual conventions for teachers
   c. headquarter maintenance
   d. publishing and distributing Sierra Educational News.
5. **What is its form of organization?**
   It is a representative service society in which the Council of Education, through various committees, studies school problems and suggests forward movements of all educational activities.
6. **What benefits may a member expect?**
   A member may expect:
   a. a high class, professional journal every school month
   b. the service of energetic, careful teacher placement bureaus
   c. advice and assistance when needed
   d. stimulation and satisfaction from membership in a large well organized group
   e. an opportunity to serve by participation in association activities
7. **What has the California Teachers Association accomplished?**
   The Association has elevated the standard of the profession by:
   a. securing increased financial support e. g. (Amendment No. 16, Wright Act, Rural supervision, Retirement)
   b. raising standards of certification
   c. securing legislation which has protected the interests of the members
   d. preventing adverse legislation
   e. creating and promoting a definite program for better school conditions.
8. **What may be expected in the future?**
   Future programs which will include:
   a. thoughtful study of all school needs
   b. definite legislative programs
   c. research studies to develop thought and action.
9. **How many members has the organization?**
   36,507 loyal California teachers, July 31, 1930.
10. **Why should I join the California Teachers Association?**
    Because of its accomplishments. I am employed in the largest single organization in the State of California (the state school system); therefore I should do my individual part to maintain its leadership.

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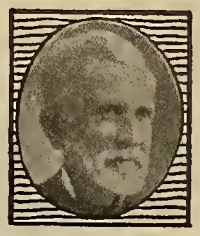

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APRIL, 1931

The above illustration of the Los Angeles City Hall is from "Our California Home," a social studies reader for intermediate grades, by Irmagarde Richards. Visitors to the N. E. A. meeting June 27 to July 3 in Los Angeles will be attracted not only to the fine buildings but to the natural scenery and the literary and historical landmarks of California. Mary Belle Murray, in charge of California history in Los Angeles schools, is chairman of the local committee of the N. E. A. to supply information about California.

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DEPARTMENT OF RURAL EDUCATION

By HELEN HEFFERNAN,
Chief, Division of Rural Education

[Report of meeting of the National Education Association held at Detroit, Mich., February 22–26.]

The National Rural Situation

NEVER BEFORE in the history of the United States have the American people faced an economic situation more serious and widespread than the present financial depression. Economists differ as to the causes of this depression but the majority agree that the World War has been a contributing factor, that our characteristic American psychology of overstimulation and risk has been another, but that the fundamental force operating in this realm has been the swift industrialization of our general social order and the related characteristics of mass production and distribution accompanying this unobserved revolution.

This world-wide phenomenon has profound implications for education, both urban and rural. Its harshness and ill effects have been felt more keenly by farmers and their families than by any other large group in our national life. This, in turn, is due largely to the continuing economic handicap faced by all agriculture for the past ten years through which farmers as a whole have lost over $20,000,000,000, or 25 per cent of their total invested capital; in part to the chronic lack of organization and coöperation among farmers; still more recently to the devastating drouth of the past summer because of which millions of self-respecting countrymen are now compelled to accept their daily bread through charity; and also to the relative scarcity and inefficiency of social service agencies and institutions throughout rural areas.

National Survey of Rural Education

AS PRESIDENT of the department of rural education, the writer arranged two conferences with Commissioner William John Cooper of the United States Office of Education and a group of representative educators interested in rural problems.

Appreciation was expressed in these conferences for the attention being directed to rural problems in the surveys now being conducted by the federal office, namely, secondary education and the education of teachers. Similar emphasis on the needs of rural schools was urged in the survey of school finance to be begun in July, 1931.

A request was presented that rural education be the next field of survey activities to be undertaken by the federal office. The reasons advanced for the request were:

1. The present serious economic conditions are jeopardizing the educational opportunity of thousands of America's children.
2. The rural problem has been most neglected by research experts.
3. The difficulties surrounding research in rural areas are such as to be insurmountable except to an agency having national facilities at its command.
4. The 1931 yearbook of the National Society for the Study of Education, "The Status of Rural Education," has served as a preliminary overview of the situation and has isolated the problems.

The department of rural education has embarked on a promotional program to secure the coöperation of all organizations and individuals interested in rural life to the end that an urgent demand upon the federal office for a nation-wide survey will result in a recommendation for adequate congressional appropriations.

Training Teachers for Rural Schools—The Milwaukee Experiment

DOCTOR ADELAIDE M. AYER, director of training, State Teachers College, Milwaukee, reported an interesting experiment in teacher training. Doctor Ayer said in part:

The best schools not only give children rich and varied experiences but those experiences are to a large extent life situations, either self-initiated or whole heartedly accepted by children if teacher-initiated. The carrying out of these activities makes it necessary, as in life, to draw from the various school subjects. The school day becomes not a series of unrelated, isolated learnings, but an integrated, unbroken experience.

Since the process of learning varies only in degrees from one age level to another we may legitimately borrow from what has been observed as the best conditions under which children learn and apply these findings to teacher training. The conditions will call for life situations and professional experiences in which students will cooperate in initiating. Every educational subject and some of the academic subjects will be drawn on in order to help the student carry out the activity, and the subjects will be applied in an integrated experience as they would be used in life.

Milwaukee has a small group of students selected from those who have had two years of academic work. These students have been placed in the training school all day for a year under a critic teacher. The aim has been to give these students meaningful professional experience which requires research and study in the theory and principles of education to help them to solve their problems and carry on their activities.

Two years of experience with groups receiving their training in this way have developed conviction that this plan has created more initiative, a more integrated personality, and a far greater understanding of children and modern philosophy of education than the traditional courses in education and the usual plan of observation and practice teaching.

That there is need of integrating the work of theory and practice most people who train teachers or deal with teachers supposedly well-trained will agree. Any plan proposed to do this should be in harmony with the best modern thought in educational philosophy and psychology which has been found successful in the best elementary schools and in the few experiments in secondary schools and colleges.

Rural Supervision in North Carolina

MISS HATTIE PARROTT, supervisor of elementary instruction of North Carolina, presented an able discussion of "Progressive Education Promoted Through Supervision."

North Carolina sums up the service of its rural supervisors as educational leaders by saying that the rural supervisor re-

gards "the school as a laboratory where new ideas and new methods may be encouraged; where tradition alone does not rule but the best of the past is leavened by the discoveries of the present; and the result freely added to the sum of educational knowledge."

Rural Curriculum

CONSIDERING that there are still five million children enrolled in the 181,000 one- and two-teacher schools of the United States, the urgent need for state and county courses of study adjusted to the administrative difficulties of this type of school and to the distinctive environmental experience, deficiencies, and advantages of farm children is apparent. Without such provisions for the effective organization of the subject matter taught in rural elementary schools, country children must inevitably continue to suffer handicap as compared with city children, whatever the preparation and training of rural teachers.

An interesting experiment in adapting curriculum to the needs of the one-teacher school was reported by Doctor Fannie W. Dunn of Teachers College, Columbia University. Since September, 1926, Doctor Dunn has been engaged in a project of curriculum-making in the eight one-teacher schools of Wilton Township, Connecticut. Doctor Dunn's work will doubtless be available in book form within the next year or so.

A luncheon meeting devoted to this problem was presided over by the writer. Experts in guidance from all parts of the country were represented in the group. Informal discussion was the method used following a preliminary presentation by Commissioner Cooper. Doctor Brewer of Harvard University and Doctor O. Latham Hatcher of the Southern Women's Alliance were among those participating in the conference.

Rural Interest and Support From Other Groups

THE TOTAL POPULATION of the United States, according to the recently announced census of 1930, is now 122,775,000 people. Of this number only 27,000,000 or 22 per cent are farmers and their families living actually on the land and making their living by agriculture. This means that farmers, though now very definitely a minority group, are becoming increasingly and relatively more important in our national life because of the essential service they render society both in the production of food and in the maintenance of the agrarian point of view. It means also that to secure ends desired, farmers and those who represent them professionally must now resort to the legitimate practices and policies of minority groups. These include among others the enlightenment of the general public through approved publicity methods; and for school improvement, the enlistment of the interest and coöperation of other specialists in the field of education.

National Society Yearbook

YOUR ATTENTION is called to the thirtieth yearbook, part I, of the National Society for the Study of Education: "The status of rural education." A most interesting meeting was devoted by the society to a discussion of the contents of this publication.

A California Rural Educator Honored

IT IS FITTING to mention one of the delightful semiprofessional and social events of the meeting. It is particularly fitting since a pioneer California rural educator was honored on this occasion. All people engaged in rural work have at some time contacted the service of O. J. Kern, formerly of the University of California. As a County Superintendent in Illinois, Mr. Kern pointed the way to many progressive developments that have since become accepted in the advancement of rural welfare. His book, "Among Country Schools," was a source of inspiration and guidance to a generation of rural workers.

Miss Mabel Carney of Teachers College, Columbia University, presented "The Service of O. J. Kern to Rural Education" in an address that brought tears of appreciation for his signal contribution to rural progress.

THE MEETINGS were well attended. The enthusiasm of President Willis A. Sutton for the cause of rural education was strongly felt and deeply appreciated. It is President Sutton's desire to marshal the forces of our largest national professional organization in a nation-wide campaign for the improvement of rural schools.

A curriculum specialist was associated in the work at Wilton. She furnished the teachers with a social studies curriculum for both the primary and the intermediate groups, organized in considerable detail in a series of activity units. The intermediate group, for example, followed these major activities: Old homes in our neighborhood, homes of the colonists, how the early settlers lived and worked, modern homes in the neighborhood, materials out of which homes are made. As a part of each major unit there were also suggested minor and related activities incorporating the subject matter of geography, history, and industrial arts. Many page references were given for the children's reading, and information was provided for the teacher which was not afforded by the text and reference books available in the schools. (Educators interested in this organization should communicate directly with Doctor Dunn, as some material will be issued in tentative form this summer.)

Vocational and Educational Guidance

THROUGHOUT the meetings the need for guidance programs in rural schools was emphasized. For the time being, at least, urban life in the United States seems to have reached the saturation point in the assimilation and employment of rural migrants. In some areas, in fact, owing to the acute unemployment in cities, population is moving countryward. This situation if continued will soon tend to stabilize our whole population and force those born in the country to remain more frequently in the local rural community. This, in turn, will necessitate a closer study and analysis of the vocational opportunities of farm and village life and make further consideration of this whole question increasingly desirable.

OUR CHICKENS

A First Grade Activity in a Rural School

By MRS. SADYE QUEEN, *Los Molinos, California.*

The Situation Described

THIS ACTIVITY was enjoyed by a group of first grade children in the Los Molinos school during the fall term of the school year. There were eighteen "little individuals" in the group, none of whom had attended kindergarten. They had yet to establish a few social habits, such as taking turns, helping one another, and working in groups.

Most of the children were of American parentage. The community from which these children came was rural.

How the Activity Began

I was anxious to start an activity that would lead to a reading situation and supply material for coöperative stories as a help in preprimer work. After much consideration I decided that a chicken activity would probably interest the children and serve my purpose perfectly.

Soon after the opening of school in one of our get-acquainted conversation periods, I explained to the children that I had not lived in the community long and would like to learn from them of all the different things people in the community were doing. The children talked freely, and by occasional questions from me we finally reached the much-desired chicken subject. I found some of the children knew much about chickens while a few knew nothing at all about the industry. When they had given me all of their information on the subject I told them that at one time my hobby out of school was raising thoroughbred chickens for show purposes. I also told them I once read in a little book about some children who set a hen and raised some chickens in school. At once several little voices shouted out, "May we, may we have some chickens?" I told them I thought it would be fine and that the next day we would talk more about it.

Aims and Values of the Unit of Activity

My first aim was to develop a genuine interest in learning to read and to provide a permanent motive for reading. I felt sure that in working out the activity we would secure the much-desired correlation of subjects of instruction. Then, too, co-operation, initiative, responsibility, trustworthiness, and obeience would develop.

They were interested in the activity, otherwise they would not have shown so much enthusiasm when they asked for it. I felt reasonably sure it was within their ability to handle.

Development of the Activity

The second day of our activity the children showed so much enthusiasm that I felt our work had really begun. As soon as school called I was urged to talk about chickens. I found my little group of ten second grade children eager to help and decided to let them assist us in some of our difficult work. We looked upon them as "our big helpers."

With so much interest shown in the work and so much to be done we found it necessary to lay aside our regular program and devote our time to the development of our activity.

It seemed most of our subjects were in some way related to our unit of work. The subjects which seemed very closely related to our work were reading, writing, English, art, arithmetic, and hygiene. I was particularly impressed by the rapid improvement in the ability of the children to express themselves clearly. This improvement is manifested in the coöperative reading stories. I believe these stories proved a splendid aid in the development of the sentence sense, too. The composition of notes of appreciation to various friends for their coöperation delighted the children and had their educational values.

Drill work, and we had much of it, was not a disagreeable task for with the knowledge of the realization of the need for certain skills came a great desire to learn them. Drill work seemed almost self-motivated.

I shall put the development of our activity in conversation form:

"Children, when Mother is going shopping what does she do to help remember the things she wants to buy?"

"She writes them down on paper."

"There are many things we need if we raise some little chickens. Shall we write on the blackboard the things we need, as Mother does when she is going shopping?"

"We can't write."

"Soon you will know how to write but just now we are all going to work together. I will do the writing if you will tell me what to write. Can some one tell me of one thing we will need to get in order to have a hen and chickens?"

"Well, I guess we will need a hen."

"Yes, Carl, you are right and I shall put that down first on our list. This is a good way to say that we need a hen. Now, I shall write—We need a hen. Let's all read this sentence together." (I placed the marker under the sentence and we read.)

"Will some one tell me of another thing we need?"

"We need some eggs."

"Yes, Mary, we need some fertile eggs. Now, I shall write —We need some eggs. Let's read both of our sentences. Isn't that fun to think of things, write them down, and then read them?"

More questioning on my part brought out the essential needs for the beginning of our activity and resulted in the completion of this very desirable coöperative reading unit.

We need a hen.
We need some eggs.
We need a nest.
We need some food.
We need a pan for water.
We need a good place for a nest.

A survey of our school grounds was made and the most desirable location for our hen's nest was found to be an old open front stable on the back of our school yard. In many ways it proved to be an ideal place.

A group of boys from our second grade volunteered to clean out the stable, and place some large screen panels across the open front. These panels were made of chicken wire and had been used to support sweet peas.

While the boys were preparing the stable, Carl, a first grade boy, asked Warren, a second grade boy, to accompany him to a near-by store to get a small barrel and some straw.

We worked all day and spent an hour after school but felt that we had a very good start on our unit of activity. The stable was clean and the front closed and the nest prepared.

The third morning on my arrival at school I was met by one of my first grade boys who was carrying a hen in one hand and an egg in the other. His mother was waiting near by to take the hen home in case the boy had made a mistake. She had never heard of a hen in school before.

We put the hen into her nest with the one egg. I rushed to a place near and purchased a setting of eggs from a reliable store. I felt for various reasons I had best not let the children donate the eggs.

We did not put the eggs under the hen until the following day. We wanted to know that she liked her new home before risking so many eggs.

When school called on the morning of the third day we read our chart and checked off the things that we had secured. Food was our greatest problem left to think about. This was soon solved, however, for many children lived in the country and could bring donations of all kinds of grain. Then, too, we decided to ask the pupils to put their lunch scraps into a common container to be used for our hen. The water pan was no problem for several offered to bring pans and cans.

We decided it would be a good plan to appoint a new group every day to care for the hen.

On the fourth day we put the eggs under the little hen and marked the calendar. Then I asked the children how I had learned about the little hen and chickens at school. The children remembered that I had read it. Then I asked them if they would like to write all about their little hen from day to day, that others could read about it and they were anxious to do so.

With the assistance of a few questions by me the children developed this their second coöperative story and all of these stories were put on large sheets of oak tag, illustrated by the children and kept for future use.

We have a little hen.
She is black and white.
Albert gave her to us.
We call her Speckle.
Carl brought us a barrel for a nest.
Speckle is sitting on fifteen eggs.
She will keep the eggs warm.
In three weeks the chickens will hatch.

The fifth day was devoted to the discussion and printing of signs. The second grade class gave us much information on the subject and helped the first grade children print their own signs and place them on the chicken quarters. As the signs were suggested, I wrote them down and thus was developed our third reading chart.

1. Please keep out.
2. Please keep quiet.
3. This hen belongs to the first and second grade boys and girls.
4. Speckle is sitting on fifteen eggs.
5. Please do not frighten Speckle.
6. Please do not bring dogs around here.
7. Please do not feed this hen.
8. We feed this hen morning and night.

These signs were numbered that we might play games with them and familiarize ourselves with the numbers to eight. When I called a number a child read the corresponding sign and vice versa. Soon different children played teacher and found much enjoyment in this simple little number game.

At this stage of development of our activity it was no effort to get the children to talk and suggest things. There were almost too many suggestions.

We counted the days on the calendar every morning, thereby learning that the time for hatching was growing nearer day by day.

During the time we were waiting for the chickens to hatch

we learned several little chicken songs, sketched several pictures of Speckle on her nest, drew chicken coops and hens, and read many chicken stories. These things I shall enumerate later.

Fortunately for Mother Hen one little chicken hatched on Friday and the rest over the week end. There was so much excitement shown over the first little chicken that I believe if the excitement had increased with the number Mother Hen would have been bewildered. Our hen hatched fourteeen chickens.

We took the nest out of the stable and placed a very good little tin coop in its place. Speckle soon was trained to take the chickens in early in the evening because the weather was rather cold.

We developed our fourth coöperative reading chart in much the same way as we did our first two. I noticed the children were improving in their ability to express themselves.

Speckle has fourteen little chickens.
The chickens say peep, peep.
Speckle says, cluck, cluck.
One little chicken is white.
We call him Sylvester.
One little chicken is black.
We call him Rastus.
Twelve little chickens are yellow.

Soon we wrote our fifth coöperative reading chart.

We feed our chickens morning, noon, and night.
They like fine grain and green grass.
We keep fresh water in the pen all the time.
It is fun to watch the chickens hold their heads up when they drink.

We had many short sentences about daily events that served as incidental reading. Some of the following are fair illustrations:

Speckle takes a dust bath.
We like water baths.
Speckle likes fresh air.
We like fresh air, too.
Speckle and her chicks like green food.
We like green food, too.
Speckle likes clean water.
We like clean water, too.
Speckle takes exercise.
We take exercise, too.

During the entire activity I kept as much in the background as I could but it nevertheless required much planning to work the things out and secure the desired results. Many times the activity led into channels I had not forseen. Our activity seemed to cover a very wide range of possibilities for development. Many times we branched off into various subjects, all of which were interesting and instructive. We went far beyond our first intentions for in the beginning I was in search of preprimer work.

In many ways I hated to see our activity drawing to a close, for the interest never seemed to lag and I feared the separation with the pets might cause some heartaches. It so happened that in our first grade class was a very dear little boy who was badly in need of glasses. His vision was so poor that it distressed the other members of the class to watch his efforts to see well enough to read. It seemed the parents were suffering financial distress along with the thousands of others during the long period of hard times, and found it inconvenient to buy glasses for the little fellow at that time. While he was out of school a few days I suggested to the children that often service clubs helped little children by buying glasses and doing various other things to help make people happier. I asked if they would like to play they were a little service club, and sell their chickens and surprise their little classmate with glasses. (This matter I talked over with our county nurse, to make sure help would be accepted and also that there was need for assistance.) You who have worked with little children know the enthusiasm with which they accepted my suggestion.

This is the fifth coöperation story written on the chicken activity.

Our chickens are ten weeks old now.
We want to sell them soon.

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This is what we want to do with the money.
We have a little friend who needs glasses.
We want to help buy them for him.
To do this will make us all happy.

We decided to offer our chickens for sale at our next P.–T. A. meeting. We planned a little speech for one of the class to make and it closed with a request for the principal of our school to say something on the subject for us.

The speech composed by the children and given by Lloyd was as follows:

The first and second grade boys and girls have raised some chickens. We hate to sell them but we have a little friend who needs some glasses, and if we can raise enough money we are going to buy the glasses for him. Mr. Mathews, will you please tell our mothers, fathers, and friends more about our chickens?

Mr. Mathews explained briefly about the chicken activity and then called upon Mr. Talbott, our high school principal, to auction our chickens off one at a time. This caused much amusement as the children took their chickens one at a time from a coop that had been placed in the room, and called them by name as they handed them to Mr. Talbott. The chickens were all sold and we received eighteen dollars, part of which will pay for the glasses.

As I write, our county nurse, Mrs. Lois Stevens Norris, is preparing to take our little friend to a specialist today to have the eyes tested and glasses ordered. Through her efforts we will be able to secure splendid service at a very nominal charge.

With the money that is left over, we plan to buy guinea pigs and pens for experimentation in a health activity—an extensive study of milk. This activity will be worked out by all grades in our school.

And all of these things were made possible by an old hen and thirty-five cents worth of eggs.

The following letters were composed and sent to the proper parties.

Dear Mr. Mathews: We wish to thank you for telling our mothers, fathers, and friends about our chickens. Thank you, too, for asking Mr. Talbott to sell our chickens. Your little friends,

First and Second Grade Boys and Girls.

Dear Mr. Talbott: We wish to thank you for selling our chickens. That would have been hard work for us. We hope some time we can help you in some way. Your little friends,

First and Second Grade Boys and Girls.

The Outcomes

Reading and English.

Created interest in reading.
Motivated reading.
Provided coöperative stories.
Developed large vocabulary of sight words.
Developed sentence sense.
Improved speaking vocabulary.
Enjoyed stories read by teacher.
1. Henny Penny.
2. Little Red Hen (a phonograph record).
3. Little White Hen.
4. Little Half Chick.

Wrote letters of appreciation to coöperative friends.

Writing.

A need for writing discovered.
Desire to write.
Practice in labeling own pictures.

Arithmetic.

Marked calendar.
Counted days.
Counted chickens.
Played number games.

Nature Study.

Life and habits of chicken.
An egg as beginning of life.

Art.

Drew pictures of Speckle.
Drew pictures of Speckle's nest.
Drew pictures of coops.
Drew pictures of chickens.
Drew pictures of children feeding chickens.
Made clay hen and chickens.

Social Gains or Citizenship.

Need of coöperation and ability to coöperate.
Assuming responsibility.
Willingness to share with others.
Willingness to help one another.
Kindness to dumb animals.
Dependence upon one another.
Realization that effort must be put forth to accomplish a task.

Hygiene.

Need of fresh air.
Need of fresh water.
Need of balanced meals.
Need of exercise.
Need of baths.
Need of cleanliness.

Physical Education.

Much exercise gathering green food, getting water, keeping coop clean, etc.

Music.

Little Chicken.
Mr. Rooster and Mrs. Hen.
Mr. Rooster wakes up early.
The Rooster's Good Morning.

One of the pleasant features we enjoyed in our chicken activity was a splendid coöperation of the community. It seemed everyone was willing to help and anxious to receive illumination on the unit of activity. The hen was donated, food for the chickens came in abundance. We received everything from corn bread to hard boiled eggs. Many patrons of our schools called to see our chickens and inquire about the reasons for the activity. Over two hundred were present when we sold the chickens. In case a child was especially fond of a particular chicken the parents purchased that chicken for a pet for the child.

Reference Material—The "Teacher's Guide to Child Development" has been a very great help to me.

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MADAME COW IN SCHOOL

ETTA LOUISE ROSS, *Nature Study Division*
DOCTOR CHARLES L. EDWARDS, *Director*

AT FIRST we were amazed and amused when teachers told us the answers they were receiving to the question, "Where do we get our milk?" Some children thought no further than the grocery store or the tin can. Many children in our schools have never seen a cow. Finally this ceased to be amusing and became food for thought. How could we take all these children to visit a dairy? It was impossible. Then we recalled the days when some members of the nature-study division carried a pig to the metropolitan schools. An idea—why not bring "Mohammed to the mountain." Could the cow visit the children?

An appeal was made through Jay Dutter, southern representative of the California Dairy Council, to the Los Angeles dairymen. Their splendid whole-hearted coöperation is to be commended. Their attitude from the first was to make their contribution educational rather than commercially remunerative.

Questionnaires to the schools brought response from almost two hundred. We hesitated to break this news to the Dairy Council—fifty had been our previous estimate. But they cheerfully made larger plans and Monday morning, February 2, two fine new trucks beautifully equipped began school visits. The children were delighted when the sides of the truck were removed to reveal two beautiful sleek cows, comfortably chewing their cuds in immaculate quarters. And the thrill—in a separate compartment two darling little calves. It was a picture that will not be forgotten soon.

Jay Dutter accompanied one truck and A. B. Bjurman the second, giving short talks on the nature and habits of cattle and intelligently and patiently answering the eager questions, "Please, mister, when does the cow give butter?" "Why doesn't she have a bell on her neck?" "How old is she?" "How much does she weigh?" "How much does she eat?" are samples.

Bossy, too, did her part well—she mooed once, brought up and chewed several cuds, submitted to a dental examination, and allowed herself to be milked. One child yesterday was surprised to learn that milk was warm.

There are such interesting possibilities of correlation of the study of cattle and dairying with other subjects as social studies, wholesome living, home economics, and others that this visit will undoubtedly be the inspiration for a wealth of correlated activity.

In preparation for visit the following are suggested: "Doctor Edward's Nature Study"—Part I, pages 59–63. *The National Geographic* for December, 1925, "Cattle of the World." A bibliography of helpful books is available at City School Library; visual education division has cattle pictures in sets; a booklet "Dairying and Civilization," recently distributed to every sixth grade by wholesome living department; excellent booklets and posters relating to milk and dairying are on exhibition at California Dairy Council, 453 Chamber of Commerce Building, Los Angeles, Cal.

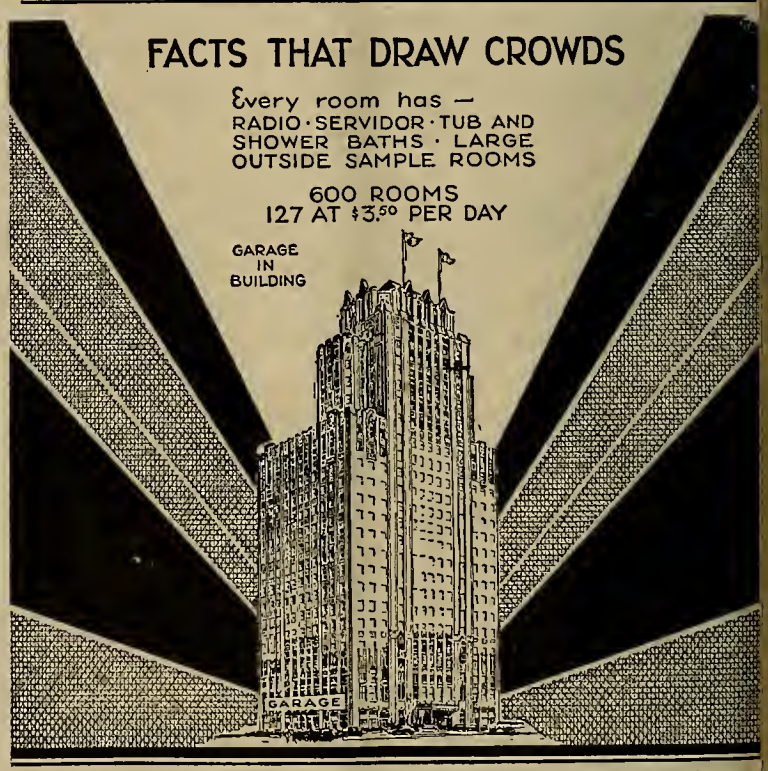
BABY BLUE-EYES

By HENRY SCHENKOFSKY

WILD FLOWERS of color and size,
The very friendliest baby blue-eyes—
I saw them this afternoon,
Had hardly expected them so soon.

They were on the side of the hill
Where I went my soul to fill
With a little bit of mellow talk
From a tiny flower on a stalk.

HONORABLE VIERLING KERSEY gave a dinner to the representatives of various publishing houses in San Francisco on Friday, March 13. Charles A. Adams of the State Board of Education, Selden C. Smith of Ginn & Co., and Walter Bachrodt of San Jose were the principal speakers.



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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Mid-April finds schoolmen and legislators and citizens in California almost overcome from the fumes of the educational caldron. The turmoil of the times has affected all thinking, both constructive and destructive. The variance of men's opinions both in the rank of the educators and in the councils of the average man (be he legislator or mere voter) as to the needs of education was never more diverse or acrid. The cause is largely economic. In flush times expenditures are in accordance.

In times of economic distress retrenchment, easily operative in private businesses, when related to public business becomes highly involved.

Sixty-two per cent of California tax money goes for public education in some form or other. Thirty-eight per cent carries on the other manifold services of the state and local government.

With education the first governmental activity, its support is irretrievably tied up with the question of taxation.

We hold no brief for any tax organization, but when people as a whole find great difficulty in paying taxes, and when the holding of property becomes a liability rather than an asset, then must there be devised either a new form of taxation, or the burden of existing taxation must be lessened.

The California State Legislature is in a desperate battle over the problem of reapportionment for the State Assembly and Senate, which directly affects the boundaries of the territories of the ten new congressional districts, candidates for which are now within the ranks of the State Legislature. All other legislation is being affected by the reapportionment struggle. The 1930 census throws the balance of population south of the Tehachapi. Sectionalism rather than a united state front at present writing is in the ascendency.

Sacramento Junior College, Fresno State Teachers College, and the San Diego State Teachers College desire to become four-year degree-giving institutions with vocational instruction a major program. This means increased appropriations from the state treasury. The pot of gold is limited. The University of California is clamoring for increased funds. If these new institutions are created, it means a curtailment of support for the state university. The State Department of Education under Vierling Kersey, the director of the budget, Mr. Vandegrift, and the officials of the state university are all opposed to the creation of these colleges.

The university holds that the junior college system should be further developed and that two years is sufficient training for those desiring terminal vocational courses. The irritant in the ointment lies in the fact that in the junior college communities many of the parents desire the students to do two years of preparatory university work before going away from home to colleges. This makes the purpose of the junior college twofold —a preparatory school giving two years of college work and an institution supposedly run with terminal courses of two years for those students unable to do regular college work. Whether they admit it or not, the junior colleges in California are still largely dominated by the university in that the major portion of their work is based upon what will enable the student to continue his education in the higher institution. The university disclaims any compulsion upon this fact, but it is existent and it has led to the plea for four-year colleges prepared to handle particularly those that the university will not accept.

To be around the State Legislature of California at Sacramento these days is to gain much knowledge of the vagaries of our American system of government. Our good friend, Albert H. Morosco, tax counselor for the California Taxpayers Association, who once upheld the honor of the publications of Allyn and Bacon in Southern California and other points in the United States, vows that the work of a bookman is kindergarten play to that of solving the ins and outs of the political game. We are of the opinion that the California Taxpayers' Association made one of the best moves of their career when they enlisted the services of Mr. Morosco. We admit that book possibilities in Southern California are looking up for the remaining bookmen since Mr. Morosco has deserted the ranks of the book trust, which the newspapers have informed us we are members of, a fact of which we were quite unaware.

With the city teachers desiring tenure and the country teachers against it because it means dismissal from their positions at the end of every two years, a compromise measure may be passed which will exempt school systems of the average daily attendance of 850 and under.

If there is not some relief this session of the State Legislature for the rural teachers, there is a likelihood of a revolt against the California Teachers Association, to be evidenced by the refusal to join that association—a movement that will be backed by County Superintendents and Rural District Superintendents.

Another sweet proposition is the retirement salary question. With expert advice the California Teachers Association is in as deep water as ever. The State Legislature says the teachers keep coming to Sacramento always asking for something for themselves and nothing for the school children. Hardly true, for every act affecting the welfare of the teaching profession directly flavors the relationship of teacher and pupil.

The talk of Sacramento lobbyists is that the state university is in for a curtailed program. Too much professorial high hat seems to be the reason.

All educational reaction may be effervescence. Senator Slater, head of the Senate Educational Committee, in a hearing demonstrated the thought of the Legislature. A lady was present talking against a bill that she thought would wreck her school system, which, if true, would also affect as adversely every other school system in the state, but in the mind of the State Department of Education was merely the removal of a dead piece of legislation. The matter was deferred for later consideration, and the lady became more insistent because the hearing had been set for that time and she wanted immediate, definite action. Senator Slater had to become emphatic. "My dear madam, do not think for a moment that any member of the Legislature is going to pass legislation that will harm the schools in his own home town." And that was that, and perhaps the ray of light in the present times.

The California State Board of Education's recent adoption of music books has created an interesting situation. Silver, Burdett & Co. received the adoption for the kindergarten and the first four grades by lease of plates. Ginn & Co. received the award for the fifth and sixth grades and for a book of music for rural schools, the books to be furnished f.o.b. Sacramento in carload lots. This is the first time the State Board of Education has exercised the option afforded in the state law of supplying elementary textbooks other than by lease of plates with books printed in the State Printing Office. The State Printer and the labor unions are opposed to purchase of books f.o.b. Sacramento. Charges of a book trust have been hurled. With state educators practically unanimous against uniform and state-printed textbooks, the matter is crucial to say the least.

The rumor is that a showdown on the proposition of state-printed books is desired. The wish is being granted. The lid is blown wide open, and what the end is no man knoweth.

(Continued on page 11)

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

W. J. SAVAGE died suddenly at half past three Tuesday afternoon in his home at Daly City, April 14. Superintendent Savage served the Jefferson school district for more than twenty-five years. As a teacher, principal, member of the County Board of Education, and Superintendent he leaves a record of service in San Mateo County that is worth while. He took an interest in civic affairs, was director and organizer of the bank at Colma, and leaves a valuable estate. He was kind and friendly with everyone. Thousands of children knew him personally and loved him. He visited the classrooms daily from the kindergarten to the highest grade. He knew the children by name and was interested in their work and play. He was a great humanizing force. To him I give great praise. He was strong and he was weak, and he was my friend.

J. B. HUGHES, formerly principal of the Oroville High School, passed away recently. He was a brother of Charles C. Hughes, City Superintendent of Sacramento Schools and builder of the modern Sacramento school system. He was greatly respected for his efficiency and personal character. He leaves a widow, Elizabeth Hughes, a teacher and formerly a member of the California Legislature, and a son.

THIS LEGISLATURE now in session has caused much anxiety among the school people and others in the state. There are many problems that cannot be settled satisfactorily. Roy Cloud and the legislature committee of the C. T. A. have been working intelligently and faithfully for the welfare of the teachers.

There is a bill that provides for the manufacture of school desks by convicts in the penitentiary, and which compels the state institutions to purchase these desks. This is a bad bill both from the standpoint of psychology and economics.

The textbook question so far is largely a discussion by newspapers without regard to facts. Retirement salary bill has become a question of finance and not of sentiment. The creation of colleges at Sacramento and Fresno is opposed as a pork barrel issue, but who ever heard of an educational institution being a bacon factory. Is it possible that we have lived to hear people say there is too much education? In the meantime, the evident tendency of all legislature except emergency measures is on the downward scale. It is not the right psychological moment for increase in salaries, large budgets, or tax on sales.

THE TEXTBOOK QUESTION is open for discussion in California. The Core Curriculum Committee recommended, and the State Board of Education adopted, a music series for the elementary schools. The adoption provided that a contract be made for copyright material and plates for the primary grades, with Silver Burdett & Co., and also that a contract be made for the purchase of books in carload lots for the fourth, fifth, and sixth grades from Ginn & Co.

The propagandists of the State Printing Office at once took issue with the State Board of Education and a free-for-all discussion has resulted. This discussion is largely promoted by political and economical slants. The merits of the books and the needs of the children are not considered. However, there are professional and ethical problems that are involved. Whatever the outcome, books must be selected for their adaptability and merits by experts, who must be free from the domination of commercial or local interests.

The State Board of Education in deciding to accept the recommendation of the Core Curriculum Committee has made it possible for the state to select books of any publishers, and has given an opportunity to secure texts of the publishers who will not submit bids on plates and copyright.

Under the leadership of W. L. Bachrodt, Superintendent of Schools of the City of San Jose and chairman of the committee for the study of the textbook question, various teachers' organizations have come out squarely for submitting the question to the people, repealing that section of the constitution which provides for state printing of school texts and substituting local adoption. The lobbyists for certain labor interests, the socialists, and those whose commercial and political interests are mixed up with state printing of textbooks have secured the introduction of various bills, providing for printing of supplemental and other books in addition to the basic elementary texts. The big textbook fight is on. The issue, however, must not be clouded. Every right-minded citizen should insist that textbooks must be selected by the teachers, without regard to political or commercial interests, and laws, rules, and regulations that curtail or limit in any way professional groups from selecting the textbooks that they and their associates use is ethically and educationally wrong.

THE WESTERN DIVISION of the American Booksellers Association will hold its third annual convention at Hotel St. Francis, San Francisco, April 23, 24, and 25. Paul Elder is general chairman and Harr Wagner is president of the San Francisco association. Final arrangements have been completed. Librarians and others interested are invited to attend the sessions.

HELEN VOGELSON of the Los Angeles County Library (delighted that she has deleted the word "free") has compiled and issued a series of fascinating circulars giving titles and a few lines of descriptive matter of each book in the group. Among the group are such interesting titles as "Beyond the Horizon," "With the Philosophers," "Uncommon Mortals," "Pathfinders and Pioneers," "Our Deserts," "The Listening Posts," "An Hour With American Poets." The title page of each group contains a selection of a few lines of poetry. Each circular has its own individual appeal and the lines of poetry give a real lure.

VAUGHAN MACCAUGHEY, editor of the *Sierra Educational News*, recently appeared before the literature section of the Commonwealth Club and described the unwritten literature of the Polynesians so graphically that he was invited to repeat the lecture before the other club members. The report of the lecture was as follows:

Mr. MacCaughey went to Hawaii as a young man to teach in a normal school. The life and the people interested him so greatly that he stayed in the South Seas fifteen years. He had a desire to recreate for himself the life of these primitives of Polynesia, and he studied the customs and habits of the Hawaiians, Samoans, and Maoris from the point of view of both the humanities and as a scientist—which, ineed, Mr. MacCaughey really is. He holds that it is impossible to know these simple but wonderful folk without a study of their tribal relations and their culture. He called them a marvelous people with a serene nobility of mind and imagination easily as fine as any of those of our modern civilization—and he compared their mental habit with that of the Greeks. He added: "The child-

like mind may at the same time be a mind of a high order—these natives in their homes were superior beings mentally and physically. They had no written literature or decorative art as such—but they had a voluminous unwritten literature which they preserved in long, sonorous chants in epic retellings of their history and their mythology."

Mr. MacCaughey was applauded with the greatest vigor by his appreciative hearers. So unusually fine was the picture painted by Mr. MacCaughey; so absorbing and bizarre his material; so vividly did he present the raw colors of this outworld panorama that those who heard him felt that the privilege should fall to other club members as well.

The Kansas City *School Service Bulletin,* George Melcher, Superintendent, is an outstanding publication. It is carefully edited and attractively printed. During the year 1930 the *Bulletin* was devoted to "A Reading Program."

C. L. Phelps, the president of Santa Barbara State Teachers College, has made a very excellent contribution to national education in his various studies, research, and reports on the standardization of state teacher college standards. The institution he directs is on a high elevation overlooking the beautiful city of Santa Barbara, with its attractive homes and historical landmarks. Surely the students who go forth to perform their professional duties from such a beautiful environment will have enthusiasm for high ideals.

A school of instruction on California in general and Los Angeles and vicinity in particular, for the purpose of better informing our people about their own state and community in preparation for the coming of the N. E. A. convention, has been proposed by the N. E. A. convention executive and finance committee and will be directed by Mrs. Mary Belle Murray, supervisor of the division of California history and chairman of the N. E. A. committee on California, with the sponsorship of the Los Angeles City Teachers' Club, Mrs. Georgia Bonneville Parsons, president.

The N. E. A. convention visitors will, for the most part, be entire strangers in this section of the country and will have many questions to ask. Our people will want to answer these questions to the satisfaction of the visitors.

Six timely and interesting topics will be discussed by leaders in various fields of activity. The program giving topics, speakers, meeting place, and time will be announced later. Admission will be free.

Those to whom this bulletin is addressed are urgently requested to give publicity to this undertaking with a view to bringing about a large attendance.

G. & C. Merriam Company, publishers of Webster's New International Dictionary, has just issued an attractive bulletin entitled "Surprising Origin of English Words." Webster continues to be "The Supreme Authority."

The Swope Summer School for Teachers holds two sessions, one in Northern California and one in Southern California.

The Southern session is held in Long Beach, California, at the George Washington School building, Eighth Street and American Avenue, from June 22 to July 10. The Northern session is held in Santa Cruz in the high school building from July 20 to August 7.

The faculty is made up of state and city supervisors and university lecturers, actually engaged in directing educational work in elementary school subjects. They are thoroughly acquainted with fundamental educational principles and experienced in their practical application. The members of the faculty are able to be of great assistance to teachers who desire to go ahead with their professional work.

Madeline Ververka will return from her tour and lecture work in Central Europe in time to conduct her classes.

The course covers the elementary curriculum in all subjects of each grade except bookkeeping and nature study.

The tuition is thirty-five dollars, payable at registration.

The school has the approval of the State Board of Credentials and the State Board of Education.

"Applicants for State Board Credentials of kindergarten, primary, elementary, and junior high school grade, or for the renewal thereof, may offer three semester hours of teacher-training work completed in the Swope Summer School."

Please mail all inquiries to Miss Caroline Swope, 837 Linden Avenue, Long Beach, California, and not to the building where the school is held.

(Continued from page 9)

The Convention of California Secondary School Principals at Santa Cruz

The sixteenth annual Secondary School Principals' Convention of California was held at Santa Cruz March 30, 31, April 1, and 2. Vierling Kersey, Superintendent of Public Instruction of the State of California, with his customary thoroughness had organized a working convention with conferences in the mornings, general sessions in the afternoons, and banquets in the evenings. If the convention spirit could be characterized, "A Brass Tack Convention" would be the phrase. Superintendent Kersey believes in the discussion of real problems—and a scanning of the program shows that at this meeting such was the case.

At Santa Cruz in conjunction with the Secondary School Principals' Convention occurred the regular spring meeting of the Association of California Secondary School Principals; the conference of Western Association of Colleges and Secondary Schools; the annual meeting of the California Federation of Junior Colleges; the annual business meeting of the California Society of Secondary Education; the conference of the State Deans Association; and the coöperative session of the California Congress of Parents and Teachers.

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Santa Cruz was the perfect host. The beautiful days of warm sunshine, the greenness of the forests and the "Big Trees," the wealth of flowering plants, of tulip, rose, and calla lily, the blueness of Monterey Bay with Monterey across the sweep of twenty miles, the fishing boats, spring vacationists swimming in the cold waters of the bay or lying upon the warm sands, the drives along the cliffs to artichoke fields, the Palomar, Mission Inn, St. George, and Casa del Rey hotels, the fish dinners at the wharf, a reception and ball by the citizens of Santa Cruz, hospitality at every crossroad—these things were the essence of a wonderful Eastertime convention.

To the general committee under the leadership of W. E. Elmer, principal of the Santa Cruz High School, and to the reception committee, credit is given for the smooth functioning of the week's activities. These committees were made up of the following:

GENERAL COMMITTEE—Principal W. E. Elmer, general chairman, committee on arrangements; Principal T. S. MacQuiddy, publicity and printing; Vice Principal Paul M. Levy, program facilities; J. B. Rogers, music and music programs; Superintendent C. Ray Holbrook, recreation—golf, tennis, etc.; Mrs. Karl F. Adams, ladies' entertainment; Miss Mabel M. Jarvis, information bureau; Miss Harriet Liles, decorations; Mrs. Jean A. Sanderson, deans' convention.

RECEPTION COMMITTEE—Mr. and Mrs. C. Ray Holbrook, Mr. and Mrs. Walter E. Elmer, Mr. and Mrs. Thomas S. MacQuiddy, Mr. and Mrs. Paul M. Levy, Mrs. Jean A. Sanderson, Mr. and Mrs. H. R. Judah, Mrs. Karl F. Adams, Miss Edna Young, Mr. and Mrs. Harry J. Bias, Mayor and Mrs. Fred Swanton, Mr. and Mrs. Lester H. Wessendorf, Mr. and Mrs. Fred McPherson, Mr. and Mrs. F. W. Atkinson.

The general sessions, four in number, included two main addresses each. At the first general session Miss Edna H. Young, County Superintendent of Schools of Santa Cruz, gave a clever address of welcome of educational as well as of realtor value. Superintendent Kersey in his opening address emphasized the fact that never before was coöperation so needed between the various educational divisions such as elementary, junior high school, senior high school, junior college, and university. He held that it was up to the school men of the present to give more definite instruction for real life situations—that vocational as well as academic instruction should be used to fit each individual for a real life activity because, in these times of economic distress, children and parents more than ever were turning to the schools for real dollar and cents instruction. The second address was by United States District Attorney Albert Sheets, who had the encouraging word that the youth of the land were not getting worse but better, and that education was doing its part in decreasing crimes.

Other general session speakers of the week included Hilliard E. Welch, Bank of America, Sacramento, who spoke on "California Historical Backgrounds;" Sir John Adams, University of California, whose address was titled "Integralism in Education;" Charles B. Moore, principal of the Franklin High School, Los Angeles, who had as his subject "Is Teaching a Profession," and Tully C. Knowles, President, College of the Pacific lectured. The closing session heard Miss Mabel R. Gillis, California State Librarian, give a most useful talk on "What About Your Library?" Walter E. Morgan of the State Department gave the report of the legislative committee, and Miss Ethel Percy Andrews, principal of Lincoln High School, Los Angeles, gave the report of the resolutions committee.

Conferences were upon such subjects as administration and guidance, educational relations, the secondary school curriculum, problems of the small high school, legislative committee, teacher training, adult education, continuation education, the junior high school, the junior college, teacher placement, state fair educational exhibit, radio education—in all, some twenty-eight separate and distinct meetings.

State Department of Education officials who headed up section meetings were Nicholas Ricciardi, chief, division of city secondary schools; Walter E. Morgan, chief, division of research and statistics; Mrs. Evelyn A. Clement, chief, division of teacher training and certification; Miss Helen Heffernan,

chief, division of rural schools; and Ira W. Kibby, chief, bureau of business education.

One of the most interesting sessions was that upon the problems of the small high school held under the leadership of C. L. Geer, principal of the Coalinga High School, with Thornton H. Battella, principal of the Maxwell High School, secretary. On the program were Homer H. Cormick of Davis, John Branigan of Needles, Robert L. Colthart of Jackson, Ross Stephens of Alturas, Olive E. Brown of Newman, and Fred A. Kelly of Templeton.

General session chairmen included such men as Superintendent C. Ray Holbrook of Santa Cruz, A. C. Argo of Redwood City, Julia M. Dougherty of Tranquillity, and H. R. Gaines of Fresno. Secretaries at the above meetings were J. Warren Ayer of Los Gatos, J. Gossett of Oakdale, F. C. Shallenberger of Richmond, and William J. Drew of San Francisco.

The business meeting of the Association of California Secondary School Principals was held under the presidency of L. P. Farris of Oakland, with Harry G. Hansell of San Francisco as secretary–treasurer. This association went on record as opposed to the state printing of elementary supplementary textbooks and further opposed the movement for the state printing of high school texts. Officers of this association for next year were elected as follows: President, Herman A. Spindt, principal of the Bakersfield High School and Junior College; vice president, Gardiner W. Spring, principal of the Santa Rosa High School; member of the executive board, K. L. Stockton, principal of the Huntington Park high schools. Holdover executive board members for the next two years are: Bessie I. Cole, principal of the Roosevelt Junior High School, San Jose, and Edwin C. Browne, principal of the Placerville, El Dorado County, high school.

Monday, in the casino of the Casa del Rey, evening college dinners were held by the University of California, the University of Southern California, and Stanford University. At each of these meetings appeared three of the foremost football coaches of the country now at play or work in California. The three were Glenn S. (Pop) Warner of Stanford University, William "Navy Bill" Ingram, new head coach of the University of California, and Howard Jones of the University of Southern California.

The closeup view of the three men and their attitudes toward education and football was one of the biggest features of the convention.

The bookman lobby was as active as ever. Now that we are all known as members of the book trust, we mere salesmen wonder what slipup makes us go out and fight each other so hard for adoptions.

Bookmen present included: R. C. Hamilton, Allyn & Bacon; L. E. Armstrong, Philip P. Maxwell, American Book Company; Selden C. Smith, F. A. Rice, R. Smith, Harry A. Linscott, E. F. Burrill, Ginn & Co.; G. H. Chilcote, George Babcock, Edgar M. Wilson, D. C. Heath & Co.; J. F. Oliver, Houghton Mifflin Company; Fred W. Bravy, J. B. Lippincott Company; F. E. Cobler, C. E. Cave, Glen E. Crowley, J. A. Ellsworth, Macmillan Company; George F. Barnes, Charles W. Beers, Ralph T. Works, John L. Neff, Rand McNally & Co.; B. R. Morris, Row, Peterson & Co.; Charles F. Scott, A. H. Goddard, Scott, Foresman & Co.; Howard Miller, Charles Scribner's Sons; E. R. Colvin, John S. Osborne, Silver, Burdett & Co.; P. E. Curry, Southwestern Publishing Company; C. S. Jones, World Book Company; A. B. Zu Tavern, Zu Tavern Publishing Company; Harr Wagner, Miss Morris Wagner, W. M. Culp, Harr Wagner Publishing Company.

Charles E. Bigham, District Superintendent of the Porterville Grammar Schools, for the first time in six years has had his attendance shot to pieces by a series of epidemics. As many as four hundred per day have been absent upon occasions.

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Dean Monroe E. Deutsch of the University of California at the dinner meeting of the Association of Secondary School Principals made a brilliant plea for the upholding of the standards of scholarship at the University of California. He left untouched the great problem of what should be done with the vast mass of youth of the land, who have not the means to attend college or the high scholastic standards that are required, yet are clamoring at the gates for an education that will make them valuable assets to themselves and the community in which they live.

J. E. Buckman, Superintendent of Tulare County Schools, and the Tulare County Board of Education are checking up pupils' work in the entire county school system with a series of standard educational tests.

The Taft High School and Junior College under Principal W. T. Walton is carrying on an academic program for continuation of work in college as well as emphasizing terminal courses both in the high school and junior college.

Ansel S. Williams, Superintendent of the Stockton Schools, believes in inspirational talks at institute time. The last San Joaquin County and Stockton City institutes were programmed by him with this idea in mind.

Miss Ellen D. Linscott, the charming daughter of Mr. and Mrs. Harry A. Linscott, the latter Ginn & Co.'s representative in Southern California for more than twenty years, was married in New York, March 26, in The Little Church Around the Corner, to Leland Fleming. Mr. Fleming is a graduate of the University of California and is a member of Horace Heidt's Californians. Mrs. Linscott was in New York for the wedding. Mr. and Mrs. Fleming will live temporarily in New York. All

of Mrs. Fleming's friends among the book people wish her a long life of happiness.

VICTOR A. ROHRER, principal of the Lodi High School, is making a success at Lodi. Back of him stand the knowledge gained from many years' work in the Fresno High School and as principal of the Fowler Union High School. The Lodi High School grounds are made beautiful in the spring months by the pink and white Cherokee roses and the wistaria that cover the arbors connecting the various buildings.

WILL E. WILEY, District Superintendent of the Lodi Grammar Schools, is on his seventh year in his present position. The system comprises five schools, forty-four teachers, and 1305 pupils. Mr. Wiley is a recent author of "Kiddie Stories for Silent Reading," published on film by the Spencer Lens Company of Buffalo, N. Y. These stories are in three volumes. The first volume attacks the problem of vocabulary building and word recognition. There are twelve illustrated stories to be read on a coöperative basis by the pupils and teachers. Volume II deals with sentence comprehension, vocabulary building, and phrasing. The twelve films in this set consist of yes and no sentences, true and false statements, action sentences, description phrases, riddles, etc. Volume III consists of thirty-six illustrated stories, three to a film, for silent reading based on interesting experiences and activities. These stories are arranged in an increasing order of difficulty and each story is followed by scientifically constructed questions.

G. P. MORGAN, Superintendent of Tuolumne County, the grand old man of the Sierras, whose fifty years and more of work in the mountains is an educational classic, carries on with his usual vigor. To vision the beauty of the springtime in the Sierras is to see where Superintendent Morgan gains his strength and ardor. With the help of his rural supervisor, Mrs. Estella B. Tiener, Mr. Morgan has outlined an extensive program of activities for Education Week, April 20 to April 25.

AT JAMESTOWN, one of Tuolumne County's historic spots, where the first school was organized in 1857, a new $17,500 school was dedicated in April. The building replaced the forty-year old wooden structure that was destroyed by fire last year. The schoolhouse is an attractive brick building with a tile roof. It contains three classrooms, offices, and conveniences for boys and girls. Three hundred people attended the dedication ceremonies at which G. P. Morgan, Mrs. Estella B. Tiener, and C. E. Shafer, clerk of the school board, made the principal addresses.

MISS STELLA HUNTINGTON will be in charge of the Tuolumne County Free Library until July 1, when the librarian, Mrs. Helen R. Dambacher, absent on leave on account of illness, expects to return to her duties.

H. W. MILES, librarian of the Washoe County Public Library, Reno, is in the magnificent new library quarters in the County Memorial Building.

B. D. BILLINGHURST, Superintendent of the Reno Public Schools these many years, keeps school while the rest of the state wags on its irresponsive way.

C. N. JENSEN, State Superintendent of Public Instruction of Utah, says the business depression has created havoc in his state. It is the worst depression Mr. Jensen has ever witnessed in Utah. Nonpayment of taxes in many places has left no school money, so the schools in such communities have had to close their doors. With mining, agriculture, cattle and sheep raising at their lowest depths, the situation is most unpromising.

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Library Meeting in San Francisco

By Miss Helen Bruner
Assistant in Charge of Sutro Branch, California State Library, and Secretary of the First District, California Library Association.

Library workers in their busy everyday lives seldom stop to realize how close to them and how appreciative of their efforts clubwomen, authors, and public speakers are. It was a revelation in preparing the program for the first district California Library Association's meeting, to find so many busy and famous people so ready to give their time and thought to it.

This year's first district president, Robert Rea, librarian of the San Francisco Public Library, called the meeting to order promptly at 10 o'clock on Saturday morning, March 7. The Roof Lounge of the Clift Hotel was the place of meeting. The first hour was given over to purely library matters and business. Miss Mabel R. Gillis, State Librarian, told several items of particular interest in the library world and Miss Mary Barmby, president of the California Library Association, urged all to attend the annual meeting at Del Monte in April.

At eleven o'clock George Creel of San Francisco spoke on the nude in literature. Through his books and magazine and newspaper articles Mr. Creel is closely in touch with the literary and political world of today, and through his wife, Blanche Bates, his interest in the stage is very keen. As a father whose children are growing up now in San Francisco he is particularly concerned with the American home and the influence of present-day literature and drama on it. He is very earnest in his desire to rid our country of the immoral and lascivious literature now flooding it. While Dickens and Hugo pictured life from its heights to its depths they did not need "dirty dialogue" to make certain figures stand out as bad characters. The solution does not lie in censorship because morals have no fixed standards; every race, creed, and age have different and changing values. In fact, vice and virtue have style changes as do hats and gowns. Mr. Creel believes that the responsibility lies with the parents rather than the government, that children have to be taught morals and taste as well as writing and arithmetic.

The afternoon session opened with an address by Mrs. Parker S. Maddux on books in a changing world. Mrs. Maddux is a clubwoman, active in civic affairs, and also a housewife. She says that modern American women today are applying the old-fashioned standards of the home to the outside world, that they have become diffuse housekeepers. Women are anxious in these days to know about public affairs although they do not always quite get the facts about things. Libraries should help them to get the right books and magazine articles and make it easier for the busy young mother, the business woman, the shut-in, and the like to get them.

Mrs. Maddux told of her own girlhood experiences in the Boston Public Library. Here the periodical room was a revelation to her. There were many more and different magazines than she had ever dreamed of and the types of people using them were so very interesting and varied. She saw an anarchist reading *Vogue* to get material for a speech against that parasite, American woman.

To have an author tell how a book came into being is always interesting, but to have that book pertaining to a California subject and one of the outstanding books of the day is a rare treat. Doctor George D. Lyman, author of John Marsh, pioneer, told us how he was attracted to his subject, how he followed Doctor Marsh from his birthplace in Massachusetts through several Middle Western states to Los Angeles and finally to Northern California, picking up bits of information here and there. He told us how he pieced all this together into the life of the man. Then he studied biographical forms in order to know into which kind his would best fit. He decided that a biography must be a faithful portrait of a man's exploits and their effect on his spiritual growth. And he must discover the motif in this life which changed John Marsh from a youth with high ideals and more than the ordinary mental equipment to a misanthrope and an eccentric in his later years. He found that it was love of gold that destroyed Doctor Marsh from within. Gold was his Nemesis.

Brother Leo, chancellor of St. Mary's College in Oakland, always inspires one. The theme in his address on the eastern window was that everyone must get away sometimes from the petty things in life to some place where everything will assume its right perspective. To most people books open this eastern window of the spirit and take them away from the trivial and insignificant into the world of the imagination. The great thoughts and great spirits of the world are in the custody of libraries. Books change children from young barbarians to aristocrats of the spirit. Even the pathetic figures often seen in libraries have come for their little approach to this eastern window.

The program was concluded by a few words from Gertrude Atherton. Witty and human as always, her audience enjoyed her anecdotes of her experiences in libraries and of her early days as an author in New York, when to come from anywhere but New York was an impertinence.

Third District Meeting

By Miss Eleanor Hitt
Assistant Librarian, California State Library

The third district of the California Library Association was the last in the state in holding its annual meeting on March 14. Miss Edith Gantt, librarian of the Solano County Free Library, who is this year's president, welcomed her guests at the women's clubhouse in Suisun. Spring held its own even inside the building, which was beautiful with great bowls of snapdragons and gorgeous baskets of flowering shrubs.

There were a number of library visitors from territory outside the third district. Mrs. Whitbeck came from Contra Costa County. Miss Dills, now of San Mateo and for many years librarian in Solano County, was "welcomed home" by all her old friends. Miss Laugenour, Mrs. Roth, and Mrs. Bruton drove from Woodland. Mr. Levinson brought Miss Himmelsbach, Miss Sherwood, and Miss Hitt from the State Library, and Miss Barmby and Mrs. Leeper, president and sec-

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retary of the California Library Association, were both present.

After a brief welcome from Miss Gantt, Miss Eleanor Hitt was introduced to extend greetings from the State Librarian, Miss Mabel Gillis, who was unable to attend the meeting. The president of the state association, Miss Mary Barmby, then made a short talk telling of the general theme of the California Library Association this year, which has been adult education along the lines of group discussions and the coördinating of library activities with certain radio programs. She also told of the plans for the annual meeting of the California Library Association to be held at Del Monte April 13–15, with separate meetings of the county librarians, the special librarians, and the school librarians on the eleventh.

During the business session which followed these greetings Miss Gantt was selected as representative from the district on the nominating committee of the California Library Association and Miss Sybil Nye of Mill Valley was made alternate. After some discussion, the district went on record as favoring the recommendation of the redistricting committee that the third district be combined with the second.

The theme for the day's program was California history, especially that of the counties of the state that comprise the third district of the California Library Association. The speaker of the morning session was H. S. Foote, president of the Bank of America, San Rafael branch. He talked delightfully and informally as one would to a group of friends. Mr. Foote has the charming voice and faultless diction associated with the best tradition of his native state, Virginia, and he gave evidence also of possessing the gift of enjoying and appreciating not only the physical beauty but also the atmosphere of cosmopolitanism and good fellowship that characterized "Yesterdays in Marvelous Marin."

The intermission between the morning session and luncheon was spent most happily in visiting, looking at the pictures and plans of the Solano County Free Library building now under construction, and in examining the California material that had been loaned by the various libraries of the district to supplement the program.

The members of the Wednesday Club served an excellent lunch at tables arranged around the fireplace in the clubhouse. Then with Miss Kyle, supervisor of music in Solano County schools, as accompanist, and Miss Dills as leader, there was a short but enthusiastic period of community singing.

The afternoon session opened with some Spanish songs sung by Miss Rowene Thompson of Santa Rosa, whose attractive Spanish costume added to the pleasure given by her singing.

Doctor Noel J. Breed, Congregational minister of Petaluma, talked on the California history section in a small library. His central thought was that this section of the history collection interesting though it is should not be allowed to overbalance the rest of the collection and that none except very large libraries should attempt to collect or even to keep source material. He made very definite recommendations of titles that should be represented in a small library, giving brief descriptions of the various works mentioned.

This talk was followed by a group of spring songs charmingly sung by Miss Emily Reese of Fairfield. Miss Gantt then introduced the last speaker, Mrs. Raymond C. Lawton (Vingie Roe), who lives on her own ranch in Napa County and who is the author of many popular Western stories. Mrs. Lawton spoke informally and entertainingly of her author friends and acquaintances in the writers' clubs of Sacramento and the Bay Region, giving sketches of the appearance, personality, and the technique of many well-known writers.

YUBA COUNTY CONFERENCE

THE ELEMENTARY TEACHERS of Yuba County met in conference at the Marysville Elementary School Saturday, March 14, at 9:30 a.m. The session opened with greetings and words of appreciation from Agnes Weber Meade, County Superintendent of Schools, for the large number of teachers as well as friends of education who were interested in the phases of education presented on the program.

After the Salute to Our Flag, the Pledge of Allegiance, and the singing of "The Star-Spangled Banner," Mrs. Meade introduced Miss Elizabeth Halsted, field assistant of the bureau of correction of speech errors, State Department of Education.

Miss Halsted stressed the vital need of the trained teacher, sympathetic and interested in the normal development of the child, physically, mentally, emotionally, in order that the desired reaction may be obtained. Miss Halsted gave our teachers many splendid practical helps in the correction of general defects and errors and demonstrated her teachings with a group of children from the local school.

The conference adjourned at 12 m. and was rated by those present as a most successful and profitable session.

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STATE BOARD OF EDUCATION

The regular quarterly meeting of the California State Board of Education was held in the city of Sacramento, March 27 and 28, 1931.

The following are items of business transacted by the board which are of particular interest to school people throughout the state and, for your general information, this statement is prepared.

1. The State Board of Education held an informal conference with a committee representing the presidents of the State Teachers Colleges. While no definite action was called for, the general topic of discussion was brought out of certain legislative bills which had to do with the extension of higher education in the State of California. The board reiterated its stand taken at the January meeting expressing, in general, the opinion that a sufficient study of this important matter had not as yet been made and therefore it was not possible for the board to approve the legislation now introduced. This was done by resolution of the board. In view of the nature of this study as a basis for the direction of the action of the board in this matter, the board approved the appointment of a committee by the president of the board to consist of the Superintendent of Public Instruction, the president of the State Board of Education, a representative of the University of California, a representative of State Teachers Colleges, a representative of the junior colleges, and a representative of the State Department of Finance. This committee is to have the responsibility of recommending to the board and advising the board in matters of higher education and a study of the situation in the state. The committee itself is to be a representative committee as indicated and also to have power to call upon advisers who would coöperate with the committee on questions of a nature to be designated by the committee.

2. The board received from the textbook committee a recommendation concerning the adoption of music books for use in the elementary schools in the state. The textbook committee made recommendation upon the advice of the curriculum commission. The recommendation of the curriculum commission was as follows:

"It is the recommendation of the curriculum commission, ten members voting, all favorably, one member absent not voting, that there be approved for adoption and use in the elementary schools of the State of California the following books, published by the respective publishers mentioned:

"Kindergarten and First Grade Book, Book One, Book Two, Book Three, the Elementary Teachers Book, and the Intermediate Teachers Book of the Music Hour series, published by Silver, Burdett & Co.; and Two-Part Music, Intermediate Music, and Adventures in Music of the Music Education series, published by Ginn & Co."

The recommendation of the textbook committee to the State Board of Education contained a recommendation concerning the music readers, revised plates for Smith's Human Geography, Book Two, and continuance for a four-year period of the contract with the Harr Wagner Publishing Company for Fairbank's California Geography. The recommendation of the textbook committee was approved.

Immediately following the adoption of the recommendation of the textbook committee concerning music books, a motion was adopted to the effect that in view of the doubt expressed as to the right of the board to enter into a contract for the purchase of books in carload lots the opinion of the Attorney General be obtained before the contract is drawn.

3. There having been presented to the board the proper statements, requests, and reports of action by county boards of education concerning credentials to be revoked, the State Board of Education took the following action:

a. The General Secondary Credential and the Administration Credential of secondary grade held by Frank M. Stannard were revoked.

b. The General Elementary Life Diploma, General Secondary Life Diploma, Life Diploma in School Administration of secondary grade, and the Unlimited State Board High School Credential held by Fred J. Becker were revoked.

c. The General Secondary Credential and the Administration Credential of secondary grade held by W. Curtis Sawyer were revoked.

d. The Elementary Life Diploma held by Mrs. Katherine Waite was revoked.

4. In view of the important relationship which the law provides shall exist between the State Board of Education, the Director of Education, and the presidents of the respective State Teachers Colleges, and, in view of the increasing amount of business to be transacted in this connection, the State Board of Education authorized the president of the board to appoint a standing committee to act in all matters of business which properly may take place between these parties concerned.

5. The board received copies of the report of the committee for the study of educational problems. The report was reviewed by the Superintendent of Public Instruction for the benefit of the board and particular attention was given to those sections of the report which deal with direction to the State Board of Education. No action was taken.

6. The Superintendent of Public Instruction reported to the board concerning the meeting which was held in the City of San Francisco on March 6, when there were invited to be present by the Superintendent of Public Instruction representatives of textbook publishers, representatives of public school administration, representatives of the State Board of Education and the California Curriculum Commission. The purpose of the meeting was to establish relationships of understanding in connection with the needs of the State of California for textbooks in view of the point of view expressed in the "Teachers Guide to Child Development" as now prevailing in the elementary schools of the state. A discussion of the type of textbook material which would best serve our teachers and the needs of our children was had. The idea of multiple textbooks and the need for professional attitude on the part of those dealing with the textbook problem was particularly stressed. The report indicated that the meeting was one of friendly understanding and that helpful points of view were developed.

7. The Superintendent reported to the board that proof for the "Safety Education Manual" authorized for publication by the State Board of Education under the direction of the California Curriculum Commission had been received and completed copies would have been available at that time had it not been for the pressure of legislative printing at the State Printing Office. This manual is prepared in conformity with the requirements of legislation approved two years ago directing the instruction of our children in safety education. Before the close of the present school year, each teacher in the elementary schools will have available this material which is published under the title "A Teacher's Guide to Safety Instruction."

8. Upon recommendation by the Superintendent of Public Instruction, and investigation and approval by the chief of the division of teacher training and certification, the State Board of Education approved the following courses to be offered at the Fresno State Teachers College:

a. Courses leading to the special secondary credential in speech arts;

b. Presecondary curriculum, with majors in speech arts and romance languages.

9. The State Board of Education, upon recommendation of the Director of Education, approved the appointments for the year 1931–1932 as follows:

To be president of the Chico State Teachers College, R. D. Lindquist, incumbent.

To be president of the Fresno State Teachers College, Frank W. Thomas, incumbent.

To be president of the Humboldt State Teachers College, Arthur S. Gist, incumbent.

To be president of the San Diego State Teachers College, Edward L. Hardy, incumbent.

To be president of the San Francisco State Teachers College, Alexander C. Roberts, incumbent.

To be president of the San Jose State Teachers College, Thomas W. MacQuarrie, incumbent.

To be president of the Santa Barbara State Teachers College, Clarence L. Phelps, incumbent.

To be principal of the California School for the Blind, R. S. French, incumbent.

To be principal of the California School for the Deaf, Elwood A. Stevenson, incumbent.

To be principal of the California Polytechnic School, B. R. Crandall, incumbent.

10. The State Board of Education gave attention to the organization of the State Department of Education. Particular attention was given to the matter of vacancies in the position as chief of the division of special education, chief of the division of adult education, and chief of the division of publications and textbooks as follows:

a. The Superintendent of Public Instruction reported that there would be probable readjustment and reorganization in matters having to do with finance and administration of certain phases of special education. In view of this it was his recommendation that further study in this regard be given and that at a subsequent meeting of the board recommendation for appointment to the division of special education be made accordingly.

b. In connection with the appointment of a chief for the division of adult education it was the opinion of the board that it would be wise for the Superintendent of Public Instruction to continue his coöperative study which is developing a definition of adult education needs in the State of California and that this study be more complete before recommendation for appointment of a chief for this division is made.

c. When the position as chief of the division of publications and textbooks was discussed the board approved the request of the Superintendent of Public Instruction that he be permitted to prepare recommendation for

appointment to this position at a forthcoming meeting of the board.

11. The board received an invitation to hold its July meeting at the summer session headquarters of the Fresno State Teachers College at Huntington Lake. It expressed regret that it was unable to accept this invitation on account of the fact that it would be necessary to hold the next meeting in the City of Los Angeles in connection with the various sessions of the National Education Association to be held at that time.

12. A special meeting of the board was called to be held in the City of San Diego for the purpose of meeting in conference with United States Commissioner William John Cooper, and also for the purpose of having the board present at the dedication of the new buildings of the San Diego State Teachers College. This meeting is to be held April 30, May 1 and 2. This will also be the annual meeting of the State Board of Education with the presidents of the state teachers colleges provided by law.

13. The teachers retirement salary board reported that the board rule No. 26 had been amended to read: "When there is a break of more than one year during the final ten years of an applicant's service, he shall be required to prove that he did not render service outside of this state that would be recognized as equivalent to teaching for retirement purposes."

14. The teachers retirement salary board reported the following annuitants approved for retirement. Their respective years of teaching experience are indicated following their names: Miss Kara Allen, Berkeley, 30; Susan L. Anderson, Venice, 30; Nora Ashfield, Redding, 30; Florence E. Barrington, San Jose, 30; Mrs. Clara J. Bevers, Oleta, 30; A. M. Farlow, Los Angeles, 30; Charlotte J. Fox, Los Angeles, 30; Mrs. Margaret F. McElroy, Bakersfield, 30; Kate McGregor, Oroville, 30; Anna Amanda McGregor, Oroville, 30; Kathleen Montgomery, Los Angeles, 30; Arthur S. Pope, Santa Barbara, 30; Minnie Lee Stout, Pasadena, 30; Walter A. Tenney, Oakland, 30; Mrs. Lotta Irene Anthony, Fallbrook, 15; Caroline A. Kennedy, San Francisco, 20; Mrs. Irene F. Bradford, Ukiah, 15; Mrs. Ellen H. London, Bakersfield, 24; Mrs. Caroline K. Raker, Milford, 19; Margaret E. Robb, Denver, Colo., 25; A. Martha Walker, Manhattan Beach, 26; Helene Wormser, San Francisco, 17; Mrs. Evelyn B. Wright, St. Helena, 18.

Respectfully submitted,
V. KERSEY, *Superintendent of Public Instruction.*

MISS BERTHA E. ROBERTS was in charge of a handwriting conference at the Edison School, San Francisco, during the week of April 15. Doctor Almack and Doctor Gwinn were the principal speakers. Miss Roberts has taken a special interest in the very important subject, from the standpoint of utility, of penmanship.

ARCHIE CLOUD, Deputy Superintendent of Schools of San Francisco, and Mabel Ellis are in charge of the N. E. A. plans for the San Francisco teachers who will attend the meeting of the N. E. A. at Los Angeles June 27 to July 4. It is expected that San Francisco will extend hospitality in its usual California fashion to many of the visiting teachers from the East. The railroads have made stop-over privileges in San Francisco that will make it possible for the San Francisco people to feature the N. E. A. during the last of June and first of July.

WESTERN SCHOOL NEWS

PRINCIPAL AYRES of Los Gatos has been elected Superintendent of Schools for Monrovia to succeed Archie Clifton, the new County Superintendent of Los Angeles County.

A. W. RAY, Superintendent Mill Valley School District, has been taking an active interest in school legislation and has been sending out a series of letters, some of them illustrated. They are sent out under the auspices of the School Defense League. His shot No 1 is "A Chain Store Education;" No. 2 is "That Crime Against Youth Called Tenure;" No. 3 and No. 4 are on the same subject; No. 5 is called "The Inverted Pyramid," in which he attacks the Equalization Fund; No. 6, "The Bull's Eye," is an argument for more money for elementary schools, and No. 7 is "The California Poorhouse for Aged Teachers." While Superintendent Ray does not conform to the plans and methods of the California Teachers Association legislative program, he nevertheless presents his arguments in a very thoughtful, unique, and original way, and he gives the high school and junior college people something to think about in behalf of the elementary schools.

V. R. BELIEU, principal of the Gustine Union High School, has sent out a very thoughtful letter on tenure. He announced himself in favor of the law now on the statute books.

MISS MARY A. WARD, director of summer session, State Teachers College, San Francisco, has sent out a very interesting announcement of the music courses of the 1931 summer session. The session is arranged either for two three-week periods or one six-week period. For this bulletin giving in detail the courses of the summer session, write to Miss Mary A. Ward, Director of Summer Session, State Teachers College, Waller and Buchanan streets, San Francisco, Cal.

THE HOTEL SIR FRANCIS DRAKE in San Francisco has become quite a center for the leading educational administrators of the state. C. G. Duttke, the advertising manager, has been giving the hotel the right kind of publicity. *Hotel World* of Chicago in a recent issue congratulated Leon Huckins, managing owner, on the attractiveness of the main lobby, there being special emphasis on the advantage of the elevated lobby. Sir Francis Drake, if he were to land in the hotel which bears his name, instead of the bleak inlet in Marin County, would really think that he had discovered something in keeping with the Golden Gate.

ALICE G. WHITBECK, the very efficient librarian of Contra Costa County Free Library, has a very interesting article in *News Notes of California Libraries,* January issue, entitled "A Four Week Book Week," giving an account of the work that was carried on in Contra Costa County November 1 to 30, 1930. There is an attractive frontispiece of the Brentwood branch of the library.

MRS. MARY FITZGERALD, who was seriously injured in an automobile accident some months ago, has returned to her desk at the Board of Education, San Francisco. Mrs. Fitzgerald has always been an active and enthusiastic educational worker. Whether as teacher, as principal, or as Deputy Superintendent of Schools in San Francisco, she has made a splendid record, and her many friends are delighted to see her back at work after her enforced absence.

MR. KERR of the Pomona College Library was elected president of the California Librarians' Association at the meeting at Hotel Del Monte, April 11.

HERBERT F. CLARK of the Vocational Department of the Los Angeles school system is giving a series of lectures in the junior college in Los Angeles on occupations. These addresses are attracting special attention on account of the very practical viewpoint from which they are given. Mr. Clark is in charge of arrangements for the annual banquet to be given at the Institute of Technology in Pasadena on May 23. Arthur H. Chamber-

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Address
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Dean of Summer Session
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ain, who was acting president of this institution when it was known as the Troop Polytechnic Institute, and now editor of the *Overland Monthly*, will be the toastmaster.

Doctor H. W. Fairbanks, the author of "Real Geography and Its Place in the Schools," and a series of geographies developed according to the problem method, will give a course in California geography at the summer school, University of California at Los Angeles. Doctor Fairbanks is a world traveler and a student of social science who has developed his books entirely from original source material. He has made a real contribution to geography, and the university is to be congratulated in offering this opportunity for the teachers of California to come in contact with a man who has achieved so much in his favorite field.

The Sierra Summer School, which is the summer session of the Fresno State Teachers College, will be held at Huntington Lake, June 29 to August 7, 1931. Huntington Lake is a most delightful place to spend your summer vacation—for study, for relaxation, and to get the ozone of the Sierras. For particulars, address W. B. Givens, Dean of Summer Session, State Teachers College, Fresno, Cal.

President Gist of the Humboldt State Teachers College, Arcata, has arranged for a summer session in the redwood wonderland. Arcata is situated in the vicinity of large rivers, redwoods, mountains, and outdoor scenery that does not exist in other parts of the state. President Gist has arranged a series of courses for elementary, junior high, and physical education credentials that will be of special interest to the teachers. Here you can have in this beautiful environment a summer vacation of study leading to degrees, and recreation that will renew your health and inspire you with enthusiasm. Living in this section is very reasonable and other expenses are proportionately small. Write for details to Arthur S. Gist, president, Humboldt State Teachers College, Arcata, Cal.

A new book, entitled "The Perils of Food Deficiency or Nature's Healing Bounty," by Natta Fisher Dygert and Bonnie Lucinda Fisher, has just been published by the Christopher Publishing House of Boston, Mass. This book in its table of contents takes up "The Nature of Food," "Digestion," "What Shall We Eat," "Doctors Discover 'Food Deficiency' Diseases," "Trail of the Despoiler," "Eat to Win," "That Makes Me Think," and "Shall America Fall?" There are also notes and recipes. The price of the book is $1.25 and copies can be had by addressing Mrs. Dygert, 138 Beulah Street, San Francisco.

William John Cooper, director of the United States Bureau of Education, formerly Superintendent of Public Instruction, is making an educational tour of California.

Miss M. Lily Love, principal of the Pacific Heights School, in San Francisco, held open house for visiting teachers during the meeting of the California Teachers Association in December. The exhibits had to do with the term project carried on by the entire school on "World Friendship." It was an outstanding achievement on the road to international understanding, and friendship and their ultimate aim—the permanency of peace.

One interesting feature of the project during the term was an exchange exhibit of drawings with the school department of Mexico City and a similar exchange with Japan.

The San Francisco School Department published a report of the term's project, giving an outline of the work prepared by class members representing the different grades. It is called "English and Social Studies Exhibit at Pacific Heights School," and would prove interesting and helpful to teachers.

A SPECIAL CONCESSION

The Shakespeare Guild of America will present the romantic actor William Thornton and a notable company of people trained in acting Shakespearean plays at Erlanger's Columbia Theater, O'Farrell near Powell, San Francisco, for one week only, beginning Monday, April 27. Thornton, at the age of twenty-six, has established himself as the most wholly satisfying Hamlet of the American stage. He is a young Hamlet, a prince of Denmark who plays the part with dignity and poise. His vibrant voice and eloquent acting are a delight in "Romeo," "Shylock," "Petruchio" and "Hamlet." The repertoire is as follows: Monday and Saturday nights, "Hamlet." On Thursday night a distinct novelty, "Hamlet" in modern dress—tuxedos, plus fours, and evening gowns. Rifles and automatics in place of spears, shields, and daggers. Tuesday night, "The Taming of the Shrew." Wednesday matinee and Friday night, "Romeo and Juliet." Wednesday night and Saturday matinee, "The Merchant of Venice." The productions were designed by William Thornton and directed by him. No other company in America has Shakespearean equipment of modern lighting effects, superb scenic pictures, and historically accurate armors and weapons to equal that of the Shakespeare Guild. This will be the only opportunity to see the plays of Shakespeare this season. Richard Obee, business manager of the company, has arranged with the management of the Columbia Theater for a special rate for students and educators who may have the best reserved seats at any matinee or night performance for $1. The night scale ranges from 50 cents to $2. Matinees 50 cents to $1.50. Thornton is a graduate of Stanford University and is to appear at his Alma Mater. The company has played in the universities and high schools of many Southwestern and Western states during the last five months.

Character—That power in man which enables him to see what is good in experience—and what is bad in experience; that power in man which enables him to *link* himself with the *great past* and make himself responsible for the *future*. Character — That power in man which *organizes* his life, so that the passing moment presents itself to him, *not* as something that is to be seized upon for its own sake and when done with forgotten, but simply an *incident* in *eternity*—something that is going to yield *fruit* in *eternity*. *Never* going to be *lost*, *never* left *behind*. Character which enables man to see himself, not as a reckless or irresponsible being, but as *one* of *humanity, as a thought of God Himself, maturing as the ages go, until his humanity becomes divinity itself.* J. Ramsay MacDonald.

BOOK REVIEWS

The Way of Some Flesh, by Sally Chayes. Published by Horace Liveright. Price $2. An ultra modern story about an ultra girl, who falls in love with the wrong man. When she learns that her real mother abandoned her at birth, and finds that her lover is unfaithful and thinks of her as a toy to be tossed aside when tired of her, she loses all self-respect and is very indiscreet to say the least. She is also very foolish but the reader will not blame her, knowing that she got a bad start, met the wrong kind of people, and got the wrong slant on life. The book has a pleasant ending, however, and Florence is reasonably happy, although she does not realize life's fulfillment for a woman and this at times makes her sad.

Goodly Company, by Jessie E. Logan, published by Beckley–Cardy Company, Chicago. Price $1. This is a book of quotations and proverbs for character development. I am sure that teachers will find Miss Logan's compilation of quotations stimulating and helpful. It covers thoroughly and adequately the long range of civic and moral virtues, as well as providing for some of the special days observed in the schools. The simple alphabetical arrangement will appeal to both teachers and pupils. The quotations themselves have been selected with care and consideration as to their suitability in meeting the needs and falling within the mental grasp of intermediate and upper grade children.

Adventures in Color, by Louise Jessin, Milton Bradley Company, publishers, of San Francisco and Springfield, Mass. Mrs. Jessin, formerly of Napa, then of Sacramento, Cal., where her talent as an illustrator became so outstanding that Milton Bradley Company made her a handsome offer to become associated with them. Since that time she has accomplished much in the interest of art in the schools. This book is distinctive. There are fifteen beautiful color plates in the book. They are so attractive, so rich in coloring, as to make every pupil excited about and interested in art.

Agricultural Nature Study, Book I, by John H. Gehrs, published by American Book Company. This book is based on many of the suggestions of the department of superintendence of the N. E. A. on the course of study of many states, and on the author's experience in teaching agriculture. The contents of the book therefore treat of the following: The domestication and use of plants and animals; birds and their use; trees and their value; natural protection of animals; and beauty in nature. This nature book contains many highly colored illustrations, also many in black and white.

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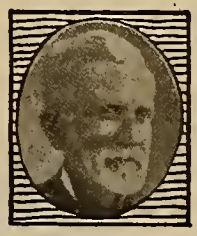

MAY, 1931

Tumba, the Younger—a block print from the new book, "Tumba of Torrey Pines," a romantic juvenile narrative by William Maurice Culp, illustrated with thirty-six block prints by Harry Howes Hall. 115 pages, size 8" by 9", attractively bound with jacket of sunlight yellow. Price $2.50 Read Wilhelmina Harper's comments on page 13, this issue

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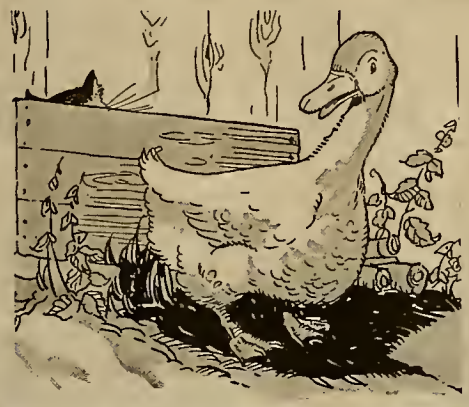

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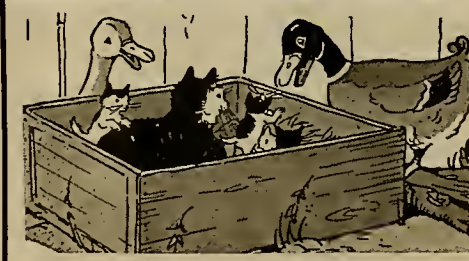

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

THE LOS ANGELES *Times* has been running a series of articles in regard to taxation that have been closely followed by the school people of Los Angeles—county and city.

Quoting from the Los Angeles *Times*: "Education, properly, is one of the largest items of county expense. In the fiscal year 1929–1930, education in this county represented an expenditure of $63,011,354.81 of the $119,474,764.10 expended for the total cost of county government, exclusive of municipalities and bond redemption."

PROFESSOR RAYMOND B. COWLES of the biology department of the University of California at Los Angeles will give a course in nature study at that institution during summer session.

THE COMPTON UNION HIGH SCHOOL district has come under the guidance of District Superintendent Oliver Scott Thompson, one of the important educational units in Southern California. The community served by this union high school district is composed of the elementary districts of Clearwater, Compton, Enterprise, Lynwood, and Willowbrook, and contains a population of more than fifty thousand inhabitants. The location of these districts is between Los Angeles and Long Beach. In each of these five elementary districts is a junior high school, a part of the union secondary system. The first six grades in each of these five districts remain, as formerly, in charge of a local district superintendent and local board of trustees.

During the past two years $849,500 have been spent in securing sites and erecting junior high school buildings within these five districts of Clearwater, Compton, Enterprise, Lynwood, and Willowbrook. F. C. Hemphill, Assistant District Superintendent, has been placed by Superintendent Thompson in direct charge of the five junior high schools in the system.

The Compton Union High School and Junior College plant, located within the city of Compton, now represents an investment of approximately $1,000,000. On a twenty-acre site are some eighteen buildings, the Compton scheme of building being based upon individual study units. Around two thousand students are enrolled at this institution, of whom fifteen hundred are in the high school and five hundred are in the junior college.

GLENDALE, suburban city of Los Angeles, whose phenomenal growth in population during the last decade has only been equaled in the news by being the home of "the fastest human," Frankie Wyckoff, and the abode of the world's greatest wrestling impresario, Lon "Carnation" Daro, is also known as a city where education is done in a big way.

Education in Glendale is under dual control. The first eight grades are organized into elementary schools and departmental schools under the city superintendency of Richardson D. White, who is aided by two assistant superintendents, Miss Annie Louise McIntyre and Norman R. Whytock.

The secondary field in Glendale and the Glendale Junior College are under the district superintendency of George U. Moyse, who for more than twenty years has been the head of the Glendale High School. The increase of population several years ago necessitated a larger high school plant and resulted in the building of the Broadway High School on the east side of town, a $1,500,000 institution where the high school was moved and where now more than two thousand students are enrolled.

But this was not sufficient, so a year ago was completed the Herbert Hoover High School in the west section of the city at a cost of $1,500,000. This new high school is on a twenty-acre site at the foot of the Glendale Mountains. It is composed of eight units. Construction is of brick with red tile roofs. The buildings are most attractive in outward appearance and well-arranged as to inside requirements for school work. The architect was A. F. Priest of Glendale.

In charge of this new high school is Principal Aleck L. Ferguson. During the past seventeen years Mr. Ferguson has been closely associated with District Superintendent Moyse in the high school work in Glendale. For eight years he was vice principal of the Glendale High School, previous to taking the principalship of the Herbert Hoover High School. Mr. Ferguson is a graduate of Cornell College, Mount Vernon, Iowa, and has done graduate work at the University of Southern California. Before coming to Glendale seventeen years ago, Mr. Ferguson taught three years in Iowa and a year each at Sacramento and Santa Barbara.

The Herbert Hoover High School enrolls 1565 students. The faculty numbers seventy-five teachers. Of exceptional interest this year has been the vocational guidance program instituted at the Herbert Hoover High School. Students interested in same occupations have been segregated into groups of twenty-five to forty. These groups meet once a month to study their occupation project. At times outside speakers are brought in to give the professional viewpoint.

When the Glendale Junior College was established several years ago, District Superintendent Moyse had the college work carried on at the Broadway High School. He was enabled to do this by having the ninth year pupils enrolled at the old high school plant, where evening high school classes were also held. This year the increase of the Glendale Junior College to over five hundred students called for the making of the old high school into the junior college plant where evening high school continues to be held.

DOCTOR OWEN COCHRAN COY, professor of history at the University of Southern California, will give three courses at this year's summer session. "The History of the West" is the title of one course; "The History of California" (California in Transition, 1800–1850) is the second; and the third consists of a seminar in "Pacific Slope History."

MISS MARDELE ROBINSON, director of research and guidance of the South Pasadena city schools, is completing a manuscript on

"The Home Room Activities of the Junior High School." This manuscript will be published in the fall of this year.

PROFESSOR WILLIAM W. PETERS, head of the department of physics of the Santa Barbara State Teachers College, will next year have his department housed in the new $150,000 science building, construction of which will start shortly.

THE TECOLOTE BOOKSHOP, Santa Barbara, Roger Boutell, proprietor, four weeks ago moved into new quarters in the De la Guerra Studios. The *Publishers' Weekly* for the week of April 18 gives Mr. Boutell's shop and Mr. Boutell a feature that is most delightful and pictures the charms of the Tecolote Bookshop. A visit to Santa Barbara without stopping in at the Tecolote Bookshop would be a calamity.

W. D. BANNISTER, who for the last sixteen years has been principal of the Oxnard High School, is supervising the completion of the main building unit by the addition of two wings. This work was brought about by the fact that the enrollment had surpassed the five hundred mark. An issue for $60,000 was passed by a twenty-five-to-one vote. The improvement consists of the building of eight additional rooms and property and dressing-rooms off the stage. The west wing of the addition consists of a large library connected for dual control with the study hall; a specially designed mechanical drawing-room, a biology-room, and one classroom. The east wing comprises three classrooms and a large music room.

ALEX VERHUSEN, Superintendent of the Tweedy School District, has recently signed a new two-year contract with a substantial raise in salary.

GEORGE N. HALE, principal of the Burbank Junior High School, who came to Burbank two years ago from the San Bernardino city system, is making a fine record in Burbank.

MISS MARGARET THOMPSON is librarian of the Whittier High School library. Miss Thompson is a graduate of Pomona College and the University of California Library School at Berkeley. Previous to the Whittier position, Miss Thompson was librarian at the Downey High School for two years. Not the least of Miss Thompson's intuition for school work comes from the fact that she is the daughter of Samuel Henry Thompson, District Superintendent of the Whittier Grammar Schools.

FRANK M. WRIGHT, District Superintendent of the El Monte Grammar Schools, has under way the construction of a new auditorium at the Columbia School, being built out of special tax moneys. Four hundred thousand dollars will be used to forward the work at this time. The completion of the project will be furthered as additional tax moneys are collected within the next two years. The auditorium will seat 1250 people, using the balcony. There will be a cafeteria in the basement which will be ready for use in the fall. The stage measures forty-two by thirty-one feet. Peter Ficker of Pomona is the architect. The enrollment of the El Monte schools is now over fourteen hundred pupils with more than one thousand registered at the Columbia School. One of the attractive features added lately to the Columbia School has been the wiring of the building for radio and phonograph broadcast. The central switchboard was built by Mr. Wright himself with the aid of the janitors at a cost of $400. The arrangement is such that radio as well as phonograph music programs can be sent to the rooms scheduled for such work.

E. L. VAN DELLEN, Superintendent of the Ventura City Schools, is finishing a very successful first year's work as head of the Ventura system. Emphasis has been placed upon reorganization work, new courses of study, and a building program.

New construction consists of building, at present, out of current taxes, a $100,000 Lincoln School that will replace the Plaza School—an old wooden structure that will be wrecked. This Lincoln School will consist of eight classrooms, auditorium, and cafeteria. An administration unit is being built in connection with the Lincoln School, which also contains eight rooms.

At the junior high school a girls' gymnasium has been erected at a cost of $60,000. This is a most attractive building of mission architecture, which, among other conveniences, has two physical education rooms, a social room, quarters for nurses, showers, etc.

Starting the first of July, two shop buildings will be begun to be finished by the opening of school in September. For the junior high school shop $30,000 is allocated, and for the junior college shop and laboratory $60,000 will be spent.

The Ventura Junior College this year numbers some two hundred students. An enrollment of about four hundred is expected for next year.

In aiding the principals and teachers of the Ventura elementary schools in their courses of study work, Mr. Van Dellen had bookmen present their publications the morning of May 9. Lyal L. Wells, purchasing agent and Assistant Superintendent in charge of elementary education, presided over the proceedings with due equanimity. Bookmen present included the following: American Book Company—Harry L. Kaiser; D. Appleton Co.—Fred Powell; Bobbs-Merrill Company—John Whitsell; Ginn & Co.—E. F. Burrell; Houghton Mifflin Company—R. H. Loomis; Laidlaw Bros.—D. C. Weage; Benj. H. Sanborn & Co.—Mrs. C. W. Roadman; Scott, Foresman & Co.—Charles F. Scott; World Book Company—Fred A. Secrest; Harr Wagner Publishing Company—W. M. Culp.

Ventura elementary school principals heading up the new courses of study work consist of May Heuning, the May Heuning School; Mary Connelly, the Plaza School; Grace Withers, the Sheridan Way School; Clophine Dooley, vice principal of the Washington School.

B. M. GEORGE is principal of the Ventura Junior High School. Mr. George formerly was principal of the junior and senior high school of Lewistown, Idaho. Last year Mr. George attended Stanford University where he did graduate work.

VICE PRINCIPAL of the Ventura Junior High School is M. E. Mushlitz. Mr. Mushlitz is a former Idaho schoolman and he comes to Ventura this year after a year's work at Stanford University.

MISS ANITA WILLIAMS is elementary school librarian of the Santa Monica city schools. She has done undergraduate work at Oregon State University and Oregon University and has an A.B. degree from the University of California at Los Angeles together with graduation from the Los Angeles Library School. This preparation has fitted Miss Williams for one of the responsible school library positions in Southern California.

IF THE ENABLING legislation is passed by the present California State Legislature, E. J. Hummel, Superintendent of the Beverly Hills Schools, expects that that city will withdraw from the Los Angeles system and have a local high school functioning by September, 1932. The legislation desired will permit Beverly Hills to acquire the Beverly Hills High School and site from the Los Angeles system and will allow them to assume their present share of the Los Angeles indebtedness. Present teachers of the Beverly Hills High School desiring to go with the school upon its withdrawal will be retained in the Beverly Hills system if they come up to the standards.

FOR THE NINTH consecutive year the Azusa May Day Pageant of the Azusa elementary schools, which is an annual com-

munity affair, was held on May 8. C. C. Carpenter, District Superintendent, teachers, and eleven hundred pupils participated in the pageant which this year was titled "Pageant of the Nations." The colorful scenario presented was written by the teachers. A huge crowd of several thousand attended the fête. Among those particularly active in the affair were Miss Mamie Gilbert, principal of the Riley School; Miss Marian Hawthorne, music director; Miss Lois Helfer, instrumental music; Mrs. Donald Graffen, girls' physical education director; and Ivan Bell, boys' physical education director.

Ray Adkinson, who commenced his first term as Superintendent of Orange County Schools this January, is a graduate of Pomona College of the year 1918. In college Mr. Adkinson was a trackman and held the intercollegiate record for the half-mile for several years after leaving college. For the last eleven years Mr. Adkinson has been associated with the Santa Ana High School. His first work was as an assistant in the physical education department; then for two years he was head of that department. Next Mr. Adkinson left physical education and took up the teaching of the social studies in the same institution. In addition, for the last two years he has held the position of vice principal of the Santa Ana high schools. Mr. Adkinson is taking his first year getting acquainted with his job and the teachers in his county. A new course of study is in the process of being evolved.

There are only three one-room schools now left in Orange County.

M. A. Gauer, Superintendent of the Anaheim Grammar School for the last year, has been housed in the school system's new administration office at 210 South Citron Avenue, Anaheim. This unit is an attractive white frame structure, remodeled from an old building at a cost of $5000. Board room and office, a large reception room, office for clerk, separate rooms for the school nurse, physical education director, and assistant physical education director, comprise the layout of the unit.

Out of the regular budget Mr. Gauer is constructing this spring a $53,000 Horace Mann School. This school for pupils of kindergarten through the sixth grade will have eight classrooms and a combination auditorium of the kindergarten and first-grade rooms with a capacity of four hundred. This new school is on a five-acre campus previously acquired. Anaheim enrolls 1765 elementary pupils, has seven schools, and sixty-five teachers. Mr. Gauer is finishing his sixth year as Superintendent of Anaheim.

H. G. Nelson, principal of the Julia C. Lathrop Junior High School, Santa Ana, is in charge of one of the most attractive and progressive junior high schools in Southern California. Mr. Nelson is a thorough student of junior high school problems and he runs his school along the most up-to-date lines. Seventy thousand dollars has just been spent upon the Julia C. Lathrop additions and remodelings. A music unit has been made separate from the main building. Here are soundproof rooms for orchestra, band, and individual study. A pipe organ has been acquired for lessons in that subject. In a new wing provision has been made for an art department and work in sewing. A separate building has been added for cafeteria and kitchen. The cafeteria dining-room with beamed ceiling, finished in white and pale green, is probably the most striking junior high school cafeteria in California.

Frederick F. Martin, Superintendent of the Santa Monica City Schools, is the third superintendent Santa Monica has had in its twenty-five years of organization under a school superintendency. The record is as follows: D. A. Eckert—1906–07; Horace M. Rebok—1907–24; F. F. Martin, incumbent—1924.

The first annual printed report of the Santa Monica city schools was issued last September by the Santa Monica city schools under the direction of Superintendent Frederick F. Martin for the school year 1929–1930. This report is an attractively printed booklet of seventy-five pages, illustrated with full-page, half-page, and quarter-page illustrations of the city's school activities. Every phase of the educational program is presented by the heads of the departments involved. This annual report gives the reader the fullest knowledge of the fine educational program now in operation in Santa Monica under Superintendent Martin.

THE LYDIA D. KILLEFER SCHOOL, ORANGE

The education of the Spanish-speaking child is one of the major problems facing the California school educator. It is first of all a matter of language difficulty, and second that of racial characteristics. If the first problem is solved, the second becomes a minor affair.

The Lydia D. Killefer School, Orange.

George C. Sherwood, District Superintendent of Orange Grammar Schools, believes that if the Mexican or Spanish child is segregated in a school where only those of his language are allowed for five years and then is passed into a departmental school where he will compete with all grades and colors, his chances of success are much greater.

For this reason in Orange, out of a $75,000 bond issue, on a two-and-one-half acre site was recently built the Lydia D. Killefer School, dedicated to the education of Mexican children. Besides being a school, this building and grounds is intended as a community center for the Mexicans of Orange, where they can congregate for play or meetings or study.

The Lydia D. Killefer School is of mission architecture in style, one story in construction, built in the shape of a front section and two wings. The building is class C construction of stucco plaster and outside cement corridors. The color of the stucco is an attractive red-tan and the tile roof blends artistically into the color of the walls. There are eight classrooms, including the kindergarten, with walls tinted light green that gives a freshness to the color of each classroom. The building is heated by low pressure steam.

The kindergarten is a large room equipped with blackboards, tack boards, individual conveniences for the pupils, and a raised section for a stage. This room will be used as an auditorium. The kindergarten playground is separate from that of the rest of the pupils.

An outside stage is provided by the center of the rear corridor which faces the lawn between the two wings. A curtain can be used in this center section and performers can come out upon the stage from classrooms on either side.

There is an attractive office, teachers' restroom and clinic, a kitchenette, a library, and a large basement. The furniture in this school is all new, and pleasing drapes have been hung.

This building was named after Lydia D. Killefer, one of Orange's most outstanding grammar school principals.

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STUDY PLANS FOR THOMPSON'S "COMRADES OF THE DESERT"

THE FOLLOWING EXTRACTS were taken from the "Study Plans" made by Miss Alma Leonhardy, supervisor of the slow-learning group in the research department. Doctor Elizabeth Woods is the director of this branch, Chamber of Commerce Building, Los Angeles, Cal. Study plans are arranged to develop an understanding of community life through interrelated social subjects and reading comprehension. The "Study Plans" are divided into ten chapters. Each chapter contains the title, pronunciation, vocabulary (word meaning), and comprehension similar to Chapter I and Chapters XVII-XXIV.

Chapter I: Good News

Pronunciation

Pronounce the following words or groups of words to your teacher:

Mojave Desert	sombreros	desert trails
California	homestead	western pioneers
Pathfinder	mesquite tree	habitable buildings
Los Angeles	greasewood	conveniences of life
Joshua tree	howling coyote	put under cultivation
Jack rabbits	reclaimed land	irrigated land
Fremont Valley	primitive life	water for domestic purposes

Vocabulary (Word Meaning)

Exercise 1.

If you were talking about the desert, you would use many of the words and phrases given above. Learn what each word means and use it in a sentence.

Exercise 2.

Fill each blank in the sentences given below with the proper word selected from the following list:

dry	government	shacks	coyotes
given	California	Mojave	mountains
live	jack rabbits	homestead	burros
	sandy	reclaimed	irrigate

1. This story took place on the.....desert in the state of.....
2. A desert is a.....and.....country.
3. The houses on the desert are called.....
4. Some of the wild animals that live on the desert are.....and .....
5. A homestead is land.....to a settler by the.....
6. Jolly's family had to.....three years on the.....to own it.
7. Strong little animals called.....are used on the desert to carry loads.
8. Desert land is ..... when water is brought from the mountains to ..... it.

Comprehension

1. The following statement given in a, b, c, d, are completed by the words or group of words given in (1) (2) (3) (4). Some of the words and groups of words that complete the statements are true, and some are not true. Determine which are true and which are false. If the completion is true, write in the YES column the number of the expression; if the completion is not true, write in the NO column the number of the expression.

Yes *No*

a. A boy named jolly lived with his parents
   (1) in Fremont Valley
   (2) in the Middle West
   (3) in Arizona
   (4) on the Mojave Desert

b. The burro is a useful animal on the desert because
   (1) it travels fast
   (2) it is sturdy and strong
   (3) it will not throw its rider
   (4) it eats tin cans

c. People who live on the desert burn
   (1) coal
   (2) railroad ties
   (3) gas
   (4) trees that grow on the desert

d. The following plants grow on the desert:
   (1) mesquite trees
   (2) fruit trees
   (3) sage brush

(4) Joshua trees
(5) eucalyptus trees
(6) greasewood

2. Jolly's mother said that it was difficult to live on the desert. Write as many reasons as you can telling why the desert is such a hard place on which to live.
(a)..... (b)..... (c)..... (d)..... (e)..... (f).....
3. The valley in which the boys lived was named after....., a great man.
4. From the list below select the words that tell about General Frémont:
American governor soldier merchant traveler pioneer settler pathfinder
5. Complete these sentences:
a. Settlers did not cut the mesquite trees because.....
b. In order to have fields of grain, fruit trees, and gardens, the settlers had to.....
c. The government does not give settlers a homestead unless they .....
d. The desert is a healthy place to live on because.....
e. Life was as hard for pioneers on the desert as it was for.....
6. From the list below select the names of the foods which you think the people on the desert had:

fresh fruit	potatoes	melons	bread
dried fruit	rabbit	milk	green vegetables
eggs	ice cream	beans (dry)	canned goods

7. Read the paragraph about Fremont Valley on page 16 and write a few sentences that tell how it looks.
8. We have many conveniences that the families on the desert did not enjoy. How many can you name?
9. Try to locate the following places on the map of California:
Los Angeles Fremont Park Mojave Bakersfield Mojave Desert Fremont Valley
10. Now make a map in your notebook and indicate the location of these places. Show where you think the boys lived.
11. If you can, bring some desert plants or pictures of the desert to show your teacher and classmates.

Chapters XVII–XXIV

Directions: Read chapters seventeen to twenty-four inclusive in "Comrades of the Desert." Then follow directions as you did in the preceding chapters.

Pronunciation

Learn to pronounce these words:

creosote	twisted	hostess	Saugus
medicine	wayfarer	supplies	Newhall
herder	utensils	shipment	Glendale
liniment	cloudburst	endurance	Santa Monica
loco-weed	disobliging	hardships	San Fernando

Vocabulary (Word Meaning)

1. In the sentences below underline the word or group of words which make the statement true:
a. A liniment is used for (sore muscles.) (headache.) (drinking.)
b. A wayfarer is a (visitor.) (relative.) (traveler.)
c. A herder is a man who (cares for sheep.) (sells goods.) (farms.)
d. A cloudburst is (a shower.) (a very heavy rain.) (cloudy weather.)
e. A hardship is (an easy time.) (a kind of boat.) (something that is hard to bear.)
f. To have endurance is (to give up easily.) (to bear things that are hard.) (to be lazy.)
g. To be disobliging is to be (kind.) (angry.) (unwilling to help.)

Comprehension

1. A creosote bush is very common on the desert. You can find a picture of the creosote bush on page 155. Tell these things about it:
a. its common name
b. how tall it grows
c. its branches
d. the size of its leaves
e. the odor of its leaves
f. the uses to which its leaves are put
2. The boys saw some sheep in the pens waiting to be shipped. There Bob learned some interesting things about sheep. Write the proper word in each blank in the following sentences:

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During the summer months excursions are arranged. Trips are taken to the scenic wonders of Northern Arizona. The Grand Canyon, Petrified Forest, Painted Desert, Hopi Snake Dance, Rainbow Bridge, and Montezuma Castle are some of the sights that are to be seen in this wonderland.

Del Ward, *Publicity Manager.*

MEMO.

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a. Sheep go about in.....
b. A.....looks after them.
c. The flock follow one sheep which is a.....
d. Sheep cannot get along well on the..... They need more.....than cattle.

3. Select from the words below the expression that describes the people of the desert:
kind, friendly, selfish, able to do many things, strong, helpless, brave, disobliging, stingy, able to endure hardships.
4. Summer on the desert is very trying. Tell about the
a. heat
b. pests
c. winds
d. mirages
5. At last the boys were ready to set out on their trip. Their friends surprised them with a fine camping outfit. (Page 177.)
a. Name the things that were in the outfit.
b. Tell how the boys carried their baggage.
6. "Be careful about the fires on your trip," said Lean Jim. What important advice did he tell them to follow whenever they built a camp fire?
(a)....., (b)....., (c).....
7. Follow the boys on the map from Fremont Valley to Los Angeles.
a. Look on an automobile road map and see what roads they took.
b. Name the towns they passed through.
c. At the rate of fifteen miles a day how many days did it take them to make the trip?
8. While in Los Angeles, they did some sightseeing. Make a list of the interesting things they saw. (Pages 193–194.)
9. Jolly's father had to be taken to the hospital at Bakersfield. Why are there no hospitals on the desert?
10. Why do we have to be so careful about fires when we travel through the mountains?
11. The boys worked hard to earn money to go to school. Give some good reasons why an education is worth every effort a boy or a girl can make.
12. One could make the trip in an automobile in.....hours.

COMMENTS

By HERBERT F. CLARK

Roman Has Social Dyspepsia

DOCTOR FREDERICK W. ROMAN, organizer and leader of the Parliament of Man, seems to have a severe case of social, political, and economic dyspepsia.

In a recent diatribe, before an intelligent American audience of some two hundred people, he discussed the tariff question with especial reference to its relation to the citrus and avocado industries of California, and left the subject with the inference that the United States of America is the only country in the world guilty of such an iniquitous plan for the protection of home industries, or the raising of revenue.

In referring to the late deceased Nicholas Longworth, he accused him of profiting by his incumbency in Washington to the extent of $16,000,000, and, when confronted by questions from three persons, he weakly admitted that he did not know that Mr. Longworth was a wealthy man before he went to Washington, and even then closed the discussion by an insinuation that this worthy statesman must have accumulated this amount unlawfully.

He read a cheap parody on Herbert Hoover, based on the Twenty-Third Psalm, which must have disgusted and humiliated his most ardent followers.

He would leave the unsuspecting persons in his audience with the impression that the United States of America is the only troublesome factor in an otherwise peaceful and prosperous world.

Unemployment a Problem for Schoolmen

IT WOULD SEEM as though it becomes the responsibility of the leading schoolmen of the country to come forward with sound proposals for the solution of unemployment crises. They are on more or less neutral ground between the general public and

the employers of labor and are thus enabled to get a better perspective of the situation than either of the other groups of people. At any rate, there must be in such crises certain factors tremendously important to public education.

Cigarette Makers Might Profit

Vendors in liquor in the halcyon days of boozedom gave little heed to signs of warning. Some of us have seen children, eight to ten years old, go into saloons and carry away beer by the lard bucketful. Regulations and restrictions meant nothing to these purveyors of booze. Childhood and youth meant nothing to them. They continued their tactless and illegal practices until the people arose in their wrath and closed their grog shops.

Vendors in cigarettes are following in the footsteps of these sightless liquor sellers. We have all noticed how the cigarette makers in their glaring advertisements have associated their wares with the pictures of beautiful young women. For the first time, this morning I noticed that in a certain advertisement the beautiful young lady was holding a cigarette. In a short while, now, they will have the smoke curling toward the skies from her lips. With this accomplished, we can expect them to show the baby in the cradle nursing at a cigarette instead of a bottle of milk.

There are certain practices of questionable nature for which there seems to be no limit, unless an indignant public keeps everlastingly driving them back into their haunts. Cigarette makers might profit from the experience of booze vendors.

Schoolmen Going "West"

While in a reminiscent mood the other day, there passed through my mind the faces of a sizable group of schoolmen from in and around Los Angeles who had gone "West" in recent years.

Without consulting anyone, or looking up any records, I saw go down that narrow lane the faces of Judd Baldwin, Jimmy Fox, Paul Hopkins, William Housh, Menlo Kuhney, Arleigh Griffin, Irving Raybold, William Frackelton, Ralph Daniels, Jesse Millspaugh, Mark Keppel, Walter Crane, Larry Doyle, W. W. Tritt, and Theodore Fulton.

Fine men they were, and true. It was a pleasure to know them personally. Verily, their works and their influence abide.

The Pathfinder—A Man Unafraid

Students of early California history will get great satisfaction from reading "A Man Unafraid—The Story of John Charles Frémont," written by Herbert Bashford and Harr Wagner. The book abounds in information concerning conditions in California in the eighteen fifties and sixties. Through the expeditions of this great pioneer the East was indissolubly bound with the West. "Those riding at ease today in the luxuriously appointed Pullmans, amid the canyons of Sierra Nevada, seldom give a passing thought to that band of starving, emaciated men, who followed Frémont day after day up those rugged mountain walls in the blinding snows of midwinter. His was a life to fire the imagination of youth—daring, fearless, and determined, and to him more than to any single individual we owe the acquisition of California."

The book also abounds in sentences and paragraphs of rare literary merit. But who, indeed, are better qualified to reach these heights than the editors of this rare volume?

The book should be in the private library of every student of California history, and without question should be on the shelves of every public library, including junior and senior high schools.

That is a good book that is opened with expectation and closed with profit.—*Alcott.*

Books are the best things, well used; abused, among the worst.—*Emerson.*

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DOCTOR GREGG HONORED

"To John Robert Gregg, On the Occasion of the Thirty-Third Annual Convention of the Eastern Commercial Teachers' Association for Distinguished Services to Business Education, 1931."

This is the inscription on the back of the medallion awarded to Doctor Gregg, who was the guest of honor at the banquet held during the recent convention of the Eastern Commercial Teachers Association in Boston.

In making the presentation, John A. Luman, president of the association, congratulated Doctor Gregg upon his achievement in the field of commercial education, stating that through his shorthand system alone he had given millions of young men and young women a weapon with which to "earn a living."

Responding, Doctor Gregg expressed his sincere appreciation of the honor that the association had graciously bestowed upon him. In his response Doctor Gregg called attention to the fact that it was in Boston where his system was first published on October 16, 1893. Our readers will also recall that it was Boston University that last year conferred upon Doctor Gregg the degree of doctor of commercial science.

Dare to be true; nothing can need a lie.—*Herbert.*

Falsehood is cowardice; truth is courage.—*Ballou.*

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NEWS AND COMMENTS

By HARR WAGNER

CHILDREN should own their own books. Ownership leads to appreciation and care. The principle of free textbooks for children is false in its fundamental theory. This applies not only to free textbooks but to all books. We are not making an argument against the state printing of textbooks but against the state furnishing books free to the children with the title of ownership invested in the state. The child should be given ownership in its books, just as it is in its toothbrush, its doll, or its hobby horse. The habit of ownership, of care, of the possessive spirit should be cultivated in children through having books of their very own.

PRESIDENT SUTTON of the N. E. A. announces that the leading movie stars will be introduced to the delegates at the Los Angeles convention, June 27 to July 4.

THE HARR WAGNER PUBLISHING COMPANY has arranged to have exhibits of its California textbooks, of the science books of P. Blakiston's Son & Co. of Philadelphia, and the attractive elementary books of Wheeler Publishing Company, Chicago, Mentzer Bush & Co., Chicago, and Hall & McCreary Company, Chicago, at booths C-6 and C-8 during the week of the convention. You are cordially invited to visit these exhibits and examine the new and attractive books.

THE NEW State Teachers College buildings at San Diego have been dedicated with interesting ceremonies. This great institution under the direction of President Hardy is an example of how "big trees from little acorns grow." In 1892 the San Diego County Board of Education was certificating over one hundred and forty teachers per year without professional training. In order to remedy this unprofessional condition, Harr Wagner, County Superintendent, organized a summer school for teachers with the aid of the County Board of Education. Such men as Professor Moses of the University of California, Doctor Jordan of Stanford University, P. M. Fisher of Oakland, and Washington Wilson of Chico State Teachers College were on the staff of instructors. This was followed by a resolution in the Republican and Democratic conventions pledging the San Diego candidate for the Legislature to secure a state normal school. The movement was bitterly fought by Los Angeles, San Jose, and Chico, but the school was established and it has grown to be a great institution, giving a splendid service to the state.

PRESIDENT B. R. CRANDALL of the California Polytechnic State School of Vocational Education at San Luis Obispo is chairman of the committee for the dedication of a monument to Frémont. This monument will be a fitting tribute to the man who loved California and named many of its rivers, mountains, trees, and flowers, and whose adventures were the news features of the days before '49. The dedication will occur on May 23. President Crandall has made the Polytechnic State School an institution that is really worth while.

ROY CLOUD, executive secretary of the C. T. A., is well pleased that the bills on "Sabbatical Leave," "Tenure," and "Salary Deductions" have passed the Senate and Assembly and will become laws. There have been no laws passed that will negative progressive education. The failure of the Retirement Salary Bill to become a law is to be regretted. The California Teachers Association, forty thousand strong, were for this bill, but they could not overcome the feeling among a majority of the Senators that the state could not afford to take on the financial obligation required in these times of depression. In the meantime, the five hundred dollars per year retirement salary is on the statute books and will continue to be of service. In a few years when the financial outlook is more favorable and adjustments will bring about indirect taxation, adequate retirement salary will be provided. Governor Rolph is not opposed, but is actually in favor of a reasonable retirement salary law for the teachers. The C. T. A. and its officials made a splendid impression at Sacramento, and the Legislature will welcome their continued efforts to secure a retirement salary law that will be sound and satisfactory.

DOCTOR ALMACK of Stanford University praises Edison School, San Francisco, Cal., as follows in a report to Miss Bertha E. Roberts, Deputy Superintendent of Schools:

"I have been impressed with the work that is being done in the standard elementary school in San Francisco, and I have been astonished at the evidences of accomplishment shown at the Edison School. As I went about the school I saw signs of creative endeavor. I saw evidences of cleverness on the part of teachers. I wish to know where these teachers were trained, the sources of these ideas, and the kind of a happy atmosphere it is possible to set up that gives this freedom, happiness, and achievement.

"I feel that the reason for criticism of schools today arises from ignorance of what the schools are doing. I congratulate your supervisors and teachers of penmanship and I leave you now with a great admiration of the work you are doing."

Miss Josephine Saunders is principal of the Edison School mentioned by Doctor Almack.

Pan-American N. E. A. Conference

DOCTOR C. N. Thomas, who for many years has been lecturing to many of our high schools and colleges on Mexico, has been asked by Mr. Sutton, the president of the N. E. A., to arrange a Pan-American program at their convention at Los Angeles. Some delegates from Mexico and Central America are expected. It is fitting that this first Pan-American conference takes place on California soil. State Superintendent of Schools, Mr. Kersey, will deliver an address of welcome in Spanish and Doctor Ping Cosserrang, Secretary of Education of Mexico, has been invited to respond. Our former ambassador, Dwight W. Morrow, has been invited to deliver an address. Another fine gesture of international friendship has come to our teachers through the Mexican educators who were our guests two years ago—namely, to come and visit their country this July after the N. E. A. convention. Educators of Guadalajara, Pueblo, and Mexico City are planning receptions. Included in the tour will be a visit to the Pyramids and places of interest by automobile. Those desiring to join should address Doctor C. N. Thomas, 541 South Spring Street, 33 Arcade Building, Los Angeles, or the nearest Southern Pacific agent.

LESS EXPENSIVE BUILDINGS, more money for salaries, books, and equipment should be the slogan of every school administrator. It is not cement, heavy columns, and expensive and ornate furnishings that children need. Fight for our standards of living. They must be maintained.

IS TRAVEL BROADENING?

By O. E. Wilson,
Vice Principal Emery High School, Emeryville, Cal.

There is an old belief that travel is broadening. Perhaps it was at one time, when there were few books and fewer means of knowing what was going on in the world. Early travel was a hazardous adventure. The tourist was forced to adapt himself to the country or his life was in peril.

Today all this is changed. A man may travel in books around the world without leaving his own back yard. Trained observers report the world events in magazines and newspapers better than we could, if we were on the spot. Travel has ceased to be an adventure, and has become an industry. Steamship lines, travel bureaus, and hotels supply the tourist's every desire. One need not venture even a word of a foreign language to go places today. Ham and eggs are served for breakfast in Shanghai or Paris, even though the native meal is quite different.

The majority of American tourists fall into two classifications. One type is the playboy or night life addict, enjoying a stagnating holiday among international loafers. We could hardly call the experiences of this class cultural. "They only change their skies and not their attitudes of mind who sail across the seas."

The other type of tourist is the "hard worker." The sightseer who is "doing" the sights. They speak of "doing" England in four days, "doing" France in a week. They become gluttons for sights. This rushing from cathedral to art gallery, to palace, is just as much a form of intemperance as one of food or drink.

One can only experience feelings of consternation and disappointment in such a hasty survey. You cannot appreciate the masters of art at a glance. This type of tourist delights to talk about the trip and on the slightest occasion will deliver a lecture on such a subject as "Europe's Message to the Teachers of California."

We know as travelers how to get the things that money will buy—but beyond that we do not go. We cannot run away from our surroundings and discover a sense of values.

Samuel Johnson's remark is more true today than ever before: "There is an old Spanish proverb, 'He who would bring home the wealth of the Indies, must carry the wealth of the Indies with him.' So it is with travel, a man must carry knowledge with him, if he would bring home knowledge."

THE SCHOOL TEXTBOOK PROBLEM

There has been so much publicity and so much emphasis placed upon the cost of textbooks during the last ninety days that a few statements of actual facts are necessary. The money expended on supplemental and other books is a very small percentage of the total cost of education. The content of books translated into the brain of the child is perhaps the most important function of educational equipment, and yet boards of education are advising advancement and expenditures on material things, and are recommending a cut in the budget for the purchase of books.

If children ask for bread, should we not give them books, not stone and mortar? The State of Washington gives us an example of the low percentage cost of books compared to other educational expenditures—less than 1½ per cent. Here are the actual figures:

STATE OF WASHINGTON
Current Expenditures—1930

Warrants Issued for—	All Class Districts	
General control	$ 1,177,848.79	4.25%
Teachers' salaries	18,213,614.28	65.76%
TEXTBOOKS	406,693.61	1.47%
Other expenses of instruction	882,687.16	3.19%
Operation of school plant	2,932,777.60	10.59%
Maintenance of school plant	$ 1,585,608.03	5.73%
LIBRARIES	103,650.17	.37%
Health	106,769.60	.39%
Transportation	1,723,631.26	6.22%
Miscellaneous	561,522.33	2.03%
Total	$27,694,802.83	
Pupils in average daily attendance	278,520	

A new textbook bill passed the Senate of California with thirty-five affirmative votes and no negatives. This law provides that the state may adopt two series of books in elementary subjects, and that under certain conditions may purchase books in carload lots f.o.b. Sacramento. The law also provides that California authors and publishers must be given preference, if books are of equal merit. This law will not affect very seriously present conditions. The state has not sufficient money in its textbook fund to add books to its list as it now stands. Boards of education and school administrators are therefore justified in the purchase of all necessary supplemental material that the children of the school may need.

PAN-AMERICAN CONFERENCE OF N. E. A.

Teachers are invited to attend the Pan-American Conference of the N. E. A. at Los Angeles, California, June 27th to July 3rd.

For particulars address

DOCTOR C. N. THOMAS
541 South Spring St., Los Angeles, California

WESTERN SCHOOL NEWS

HARR WAGNER addressed the Women's Club of San Mateo on May 20 and will speak before the Corona Club of San Francisco on May 25. He will also appear before the students of the high school at Madera on June 4. The subject selected is "Joaquin Miller and His Other Self."

REDFERN MASON, author of "Rebel Ireland" and "Folk Song Lore of Ireland," has written a satirical play, "The Girl Who Knows How." It is a take-off on men and women interested in the musical situation in San Francisco. Autographed copies, $1.25.

PERCY DAVIS has been elected Superintendent of the Santa Ana School. Vice Superintendent J. S. Cranston resigned. Mr. Davis is well qualified by education, business experience, and personality to make a successful administrator.

MISS MATTALINE G. CRABTREE, third grade teacher in the Marengo School, South Pasadena, was given a dinner recently in honor of thirty years' service. Ninety-eight people attended, including teachers, pioneer citizens, and pupils. George C. Bush, Superintendent of Schools, acted as toastmaster. The teachers presented her with a purse well filled with gold, and the Board of Education presented a certificate of honorable and efficient service. John W. Moore and Hattie Mae Adams expressed their appreciation in poetry. Miss Crabtree responded with a most beautiful tribute to friendship.

R. L. CRANE, JR., formerly principal of the Hillsborough School, San Mateo County, has been elected Superintendent of the Colma and Daly City Schools to succeed the late William J. Savage. Mr. Crane is a progressive schoolman and will give excellent service to the people of the district.

W. L. NIDA, the noted textbook writer connected with the State Teachers College, San Diego, has organized an annual Round Table Conference at San Diego of the educators of the adjoining counties. The meetings are informal and of great interest.

THE eleventh annual public school concert of Music Week was given under the direction of Estelle Carpenter, director of music of the San Francisco schools, on Tuesday afternoon, May 5, at the Civic Auditorium, San Francisco. It was largely attended and greatly appreciated by all of those interested in public school music.

A CENTURY OF DICTIONARY PROGRESS, by Joe Mitchell Chapple, is the title of an interesting article, illustrated with pictures of all the men who have helped make Noah Webster and his dictionary great. The article appears in the *National Magazine*, and it shows that the Webster International Dictionary is a great institution.

THE OFFICIAL PUBLICATION called *California Schools*, issued by the State Department of Education, under direction of Vierling Kersey, had an excellent number for April. The analysis of state textbook publication is very clear and definite. This number has many other good features as well.

HONORABLE WILLIAM JOHN COOPER, Director of United States Bureau of Education, made a tour of California April 20 to May 2, which included Chico, Sacramento, San Jose, San Francisco, Fresno, Bakersfield, San Diego, and Los Angeles.

MOUNT SHASTA, described by Joaquin Miller "as lone as God and as white as a winter's moon," is attracting the attention of tourists. The citizens of Shasta City, under the leadership of A. G. Grant, director of the Union High Schools, have organized the Mount Shasta Snowmen's Club and have planned a series of excursions for the summer of 1931. Excursions and explorations will be week-ends in August and September. For particulars, write to J. W. Shuler, secretary and manager of Snowmen's Club, Shasta City, Cal. On July 4 there will be a grand display of fireworks.

ROY CLOUD, executive secretary of the C.T.A., was one of the speakers recently at Palmdale, Los Angeles County, where a reception was given to the new County Superintendent, Archie R. Clifton, under the direction of W. J. Cagney, formerly Superintendent of San Benito County, now one of the leading administrators in Los Angeles County.

THE SANTA ROSA school department under the efficient leadership of Superintendent Jerome O. Cross comes to the front again in

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the fine work of the department of agriculture of the Santa Rosa High School. The stock-judging team competing at the contests held in April at Davis won the highest number of points, thereby winning the grand sweepstakes. This is the fourth time Santa Rosa has won the sweepstakes in the last six years.

In the fall term Santa Rosa sent her stock-judging team to Kansas to participate in the National Stock Show, which makes the third time in the last eight years that the Santa Rosa team was the representative of the state at the national stock-judging contest. Each time it has won honors for California—a record which is not equaled by any other school in the state.

Another very fine piece of work that is being done by the Santa Rosa school department is the Sonoma County Symphony Orchestra composed of sixty musicians from all over Sonoma County. This orchestra is a part of the Santa Rosa Evening High School and is under the leadership of George S. Trombley, formerly director of the symphony orchestra at Kalamazoo, Mich. This orchestra meets twice a week and has put on a series of five concerts each year in Santa Rosa. This group has appeared twice over KPO this season and also gives concerts throughout Sonoma County. It is considered the outstanding musical organization of Northern California. During the last broadcast over KPO, Mrs. Luther Burbank gave a five-minute talk on Luther Burbank's reasons for choosing Santa Rosa for his experimental work with plants. Superintendent Cross, under whose management the work of the orchestra is promoted, gave a talk on Santa Rosa and Sonoma County. It is certainly a county well worth talking about—the Valley of the Moon is unexcelled in beauty.

The Burlingame elementary school district by a direct vote of the people on March 27 increased the tax levy for maintenance from 30 cents on $100 to 45 cents on $100. The total levy including building (15 cents) and kindergarten (15 cents) now stands at seventy-five cents. Superintendent Lester D. Henderson, formerly Superintendent of Schools of Alaska, is making plans for a complete reorganization of the elementary school system.

Doctor A. J. Hamilton, professor of education at Claremont College, Pomona, and director of elementary education in Pomona City, is to give a course at the National University of Mexico this summer on "Progressive Elementary Education in the United States." He will also give a number of public lectures in and about Mexico City.

E. E. Brownell, principal of the Gilroy High School and District Superintendent, had a very fine display of the work of both the high school and the elementary schools during Education Week. Special notice should be given to the work done in art in both elementary and high school. It is of exceptional quality and is the type of training which makes young people aware of the lovely simple things of life—in their homes and their clothes and the world about them.

Henry Meade Bland, Poet Laureate of California, has passed on. He left behind him a record of long and efficient service to the literature of the West. He not only wrote excellent verse himself but encouraged others. He established the Poetry Club and directed the Markham Memorial Home of San Jose. As teacher and lecturer he had a definite influence on California. His daughter is married to Aloysius McCormick, a grandson of Joaquin Miller.

Among those mentioned for Poet Laureate are Doctor D. H. Lehmer of the University of California, Ben Field of Los Angeles, John S. McGroarty of Los Angeles, Charles A. Keeler of Berkeley, and Harry Noyes Pratt.

TUMBA OF TORREY PINES

Tumba of Torrey Pines, by William Maurice Culp, illustrated by Harry Howes Hall, with thirty-six block prints. The Torrey Pines of Southern California, for eighty years in their limited habitat twenty miles north of San Diego, have been of botanical interest to the scientists of the world and a place of joy to be seen by all visitors to California. The Torrey Pine is either a new species or a remnant—the last of its kind in the world. For the first time there has been woven about the history of these Torrey Pines a romantic narrative, sketching the life of these pines down through the ages to modern times. Tumba the Elder and Tumba the Younger become very much alive and the complications arising around these two trees involving John the Artist, Sally the Actress, and Bobbie and Billie, make instructive and entertaining reading.

Wilhelmina Harper of Redwood City Public Library and an expert critic on juvenile books, writes as follows:

"The story is written with real ability, each 'sheath' being unusually well expressed. There is the added value of genuine story interest for the tales told by Tumba the Elder to Tumba the Younger will fascinate any child reader. The authors show a thorough knowledge of their subject and I think this unusual book will prove of definite value in both the library and the school."

Order now from your book store, or direct from Harr Wagner Publishing Company, San Francisco. Price $2.50.

A SUGGESTIVE COURSE OF STUDY FOR SIGHT SAVING

By Emilie Heggum,
Teacher of the Sight-Saving Class, Sanchez School

Sight-saving classes grew out of the complications resulting from the presence of children with partial vision attending classes for the blind. Their visual defect was of such a nature that a continued amount of close work was attended by so much nervous strain that it was very unwise for them to undertake the work of the regular class. In so far as our problem is concerned with those children with eye defects, we are interested, first, in sight saving, and, second, in providing an education which will be on a par with the education of children in the regular grades.

In these special classes the kind of work which each child is required to do and the method of doing it must be adapted to his particular eye defect. Eye fatigue must be carefully watched. Much depends upon the spirit and the resourcefulness of the teacher, as she must be able to adjust her methods of teaching to the individual needs of each child under her care. She must acquaint him with his own particular difficulty and the limitation therewith. She must help each child to assume his responsibility for the care and conservation of his own vision. Correct habits such as reading in a good light, avoiding small, cheaply printed books, holding the reading matter the proper distance from the eyes, allowing the light to come over the left shoulder, are presented to help the pupil conserve what vision he has. A detailed list of eye hygiene and sight-saving habits is to be found in the January, 1931, issue of this magazine.

The facts that all the children in the class do not have the same amount of vision, and that they suffer from different defects, must be considered before planning the daily program. For example, a child whose defect is myopia (a condition of eyes that cannot see at a distance), must be warned against the dangers of lifting weights, as it is believed that his particular problem becomes worse by pressure on the eyeball. All work that entails much physical strain is to be avoided, also exercises and games that require bending over. Lessons are done mostly at the board or orally.

In our course of study on eye hygiene, first we define and discuss sight and the organ of sight, its size and shape. The eye itself is compared with an ordinary camera: Eyelids—shutter; lens—crystalline lens; film—retina; printed picture—seeing. The ways in which Nature protects our eyes are as follows: The bony sockets protect from blows; the lids and lashes guard against foreign bodies and too much light; the brows keep out perspiration; tears moisten and wash them. We can have only one pair of eyes, and because they are so useful and so easily damaged it is necessary that they are so well protected.

The child understands that he is in this class to save what sight he has and to receive his education without straining his eyes. He also learns why and when to rest his eyes; why periodical visits to the oculist (*not* optometrist) are insisted upon.

The special equipment and its advantages are compared with that used in the regular classrooms.

In the junior high school sight-saving class, more so than in the elementary grades, vocational guidance is discussed. Occupations best fitted for the individual, according to his defect, are listed. Some of them are nursery gardening, poultry farming, florist's work, light factory work, etc.

Prevention lessons, such as keeping fit in regard to one's general health, the different forms of hazards, eyestrain, proper lighting, general hygiene, including various kinds of eyes and how they see, the necessity of wearing clean, straight glasses all the time, the value of the eye clinic, how school sight-saving habits can be enforced at home (protecting baby's eyes from bright lights, using clean cloths to wash or wipe eyes, avoiding sharp, pointed toys), are among the important topics of the course of study.

Original stories, short poems, as well as daily experiences, can be adapted toward the making of various posters in connection with sight-saving work. Colored paper is used and the letters or forms are cut out freehand.

A few of the books listed in the bibliography of our course of study are suggested:

Diseases of the Eye—May, Charles H. Wood. Twelfth edition. 1927.

Methods of Teaching Sight-Saving Classes—Lawes, Estella. National Committee for the Prevention of Blindness. (Pub. No. 28), 1926. Gratis to teachers.

Manual for Conservation of Vision Classes—Hathaway, Winifred. National Committee for the Prevention of Blindness. (Pub. No. 18), 1919.

Sight-Saving Classes—Their Organization and Administration—Hadley, Hazel, and Hathaway,

Winifred. National Committee for the Prevention of Blindness. (Pub. No. 30), 1927.

School Vision and the Myopic Scholar—Kerr, James. Allen & Unwin, Ltd., 1928.

Sight-Saving Classes—Prepared by Helen J. Coffin and Olive S. Peck. Cleveland Board of Education. Second edition, Cleveland, Ohio. The board, 1926.

EDUCATIONAL PROVISION FOR DELICATE CHILDREN

[NOTE: The basic material for this article has been taken from "Schools and Classes for Delicate Children," by James Frederick Rogers, M.D., United States Department of the Interior, Bulletin No. 22, 1930.]

SCHOOLS FOR DELICATE CHILDREN are generally known as open-air schools, which is somewhat of a misnomer, since the title stresses fresh air, while food, physical rest, and a light school program are also important in the treatment of these children.

The open-air school has developed from the sanatorium method of treating tuberculosis, and was first intended for tubercular children. However, in 1904, an open-air school for sickly children in general was opened at Charlottenburg, a suburb of Berlin.

This pioneer school is worthy of description, as it is claimed that this simple plant is superior to some more costly open-air schools now in use, and that many of the best modern, expensive plants are based essentially on the plan of this simple school, the buildings of which were really rough "shacks."

One side of the schoolroom consisted almost entirely of large French windows, swinging outward on hinges. There were also other windows and transoms in the opposite walls and in the roof. The room contained two closets for the children's hats and coats, and a shelf for their blankets. The furniture consisted of folding tables and chairs, instead of desks, so that in rainy weather the classroom could be cleared and used as a dining-room and playroom.

In another building, also inexpensively built, were a nurses' room, kitchen, pantry, and two rooms for servants. A third shack contained lavatories and baths, and a fourth the toilets.

There was also a large covered porch for resting, and an enclosure where the children could play without clothing.

A great point was made of feeding the children, and a rest period of one and one-half to two hours was given daily.

The program consisted of the minimum essentials of the curriculum taught in the public school, thus avoiding any chance of strain due to the crowding of work. Most of the children had the afternoons free for play and gardening.

At first, the term "open air" led to a stressing of the idea that it was necessary to expose the pupils to the fresh air (regardless of temperature), and to a feeling that expensive equipment and especially constructed buildings would be needed. However, since various studies of ventilation have been made, modern schools have approximated the conditions of the earlier open-air schools. Then, too, since we have come to realize the importance of nutrition and rest, we have awakened to the fact that a room or several rooms in any school may be equipped for the pedagogical and hygienic program suitable for these children.

In this country the movement for the care and education of delicate children has evolved the following types of schools and classes:

1. The open-air school, a specially designed building, the pupils having rest periods, proper diet, and the minimum essentials of the usual school program.

2. The "open-window" room in the ordinary school building, but having as far as possible the régime of the above.

3. The "preventorium," an extension of sanatorium care. In such a school, children remain all day and night. This is good for the tubercular child, but tends to invalidize the delicate child, who would perhaps make a better adjustment if his coöperation and that of the home were enlisted in the building up of good health habits. The routine of (1) or (2) would be better in his case.

4. The nutrition class, in which the pupils receive milk or a light lunch every day, and have special instruction in hygiene—otherwise the routine is that of the usual classroom.

5. The summer camp, often at least partly under the direction of the public schools.

So far, the results have shown the need for teachers who can manage an ungraded room humane teachers interested in their pupils as human beings, for home coöperation is vitally necessary. Best results are secured when mothers feel that they and the teachers are working together for the welfare of the children. Children's coöperation is necessary in building essential health habits.

In poor neighborhoods, the school day is often too short; the hours in a good environment need to be lengthened. Vacation care, too, is necessary, as records show a loss of weight during vacation time.

Follow-up work is also needed, if children are not to lose the progress made in a year or eighteen months in an open-air school, when they return to a less favorable environment.

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Library Convention at Del Monte

By Miss Cornelia Douglas Provines,
ibrarian, Sacramento County Free Library

HE THIRTY-SIXTH annual meeting of the alifornia Library Association was held this ear at beautiful Del Monte, the whole irit of the meeting being in keeping with e surroundings. Miss Mary Barmby, libraan of the Alameda County Free Library, her capacity as president gave us a meetg long to be remembered both for its worth d its beauty.

The meeting was scheduled for April 13 15, inclusive, but was opened by an uthors' Dinner at Hotel Del Monte on the ening of April 12. More than three hunred people gathered in the great diningom to enjoy the delicious dinner and to ten to informal talks by California writs, interspersed by the lovely violin music Arthur Gundersen with Gordon Wilson the piano. The greater number of author ests are writers of Western adventure ories, and in their talks gave interesting and uminating glimpses of the backgrounds, th personal and literary from which their aterial has been drawn. Also something of e trials and tribulations of an author's life getting his manuscripts accepted and in aling with publishers and illustrators afterards. These writers of Western tales were rederick Bechdolt, Lee Sage, John Hamlin, d Walter Nichols. Edward Treadwell told writing of "The Cattle King," the biogphy of Henry Miller, which has but rently been released from the press, with a etch of the life of that arresting personality. mmie Garthwaite, the incomparable illusator, with bold strokes of a crayon pencil on large sheets of paper drew outlines of range and incredible beasts, accompanying e rapid play of his magic hand with the ife stories" of his creations. The tense inrest of his audience showed that the child ill exists in the hearts of grown-ups. A ost charming personality is that of Miss agnhild Chevalier, author of "Wandering onday," a story for children of old Bergen Norway, in which quaint old town Miss hevalier spent a part of her own childhood, d of which she gave a vivid and illuminatg word picture.

The regular session of the association ened on Monday morning with the usual siness affairs, following which the entire embership extended a most cordial and enusiastic welcome to Miss Mabel R. Gillis, cently appointed librarian of the Califor a State Library, and to Miss Eleanor Hitt, sistant state librarian, who has been until cently the county librarian of San Diego ounty. Miss Hitt, as chairman of the James Gillis memorial committee, gave a report pon the memorial to be placed in the State ibrary at an early date. Doctor Frank P. ill, former librarian of the Brooklyn Public ibrary, brought greetings from Milton J. erguson, who resigned as librarian of the alifornia State Library to accept the libraanship of the Brooklyn Public Library, and ld something of the work in which Mr. erguson is now engaged in the library sysm of Brooklyn.

Professor George H. Hinkle of Stanford niversity gave a very interesting paper pon "The Esthetic Values in Children's Reading," bringing out the point that fundamentally there is no such thing as "children's literature," which is an artificial term for the designation of one phase of literature. The child seeks in books the novel or the unusual in experience—a purely human trait, not confined to children. The basis of a good child's book should be "What is a child like?" Therefore a "good book for children" is not necessarily one which meets all the requirements of literary merit, as illustrated by readings taken from certain well-known books for children. He closed with some thoughtful and sensible suggestions concerning the selection of reading matter for children, as well as the direction of their reading habits.

At the afternoon session Mrs. Julia Bride Powers of Monterey gave a spirited outline of California's historical background, and the session following was devoted to professional subjects concerning salaries, qualifications for librarianship, vacancies and placements in California libraries, and the future requirements and necessities of professional basis and developments. Reports and discussions upon these subjects were led by John B. Kaiser, librarian of the Oakland Free Library, Miss Edith M. Coulter, University of California Library, and Sydney B. Mitchell, director of the library school of the University of California.

The annual jinks party was under the direction of B. B. Futernick of the firm of Foster & Futernick, who proved himself a past master in the art of assembling and presenting a program of entertainment. Each one of the nine districts of the California Library Association was responsible for a stunt, and the result was most clever, amusing, and entertaining. Between the stunts there was dancing, with music by the hotel orchestra, and the fun ran until long past midnight.

Tuesday's session was presided over by Willis H. Kerr, librarian of the Pomona College Library and vice president of the C. L. A. Lyman Bryson, executive director, California Association for Adult Education, was the first speaker, upon the subject of "Model Service for a Model Town." As libraries for many years have been carrying on the actual work of what is now called "adult education," it was with the greatest interest that we listened to Mr. Bryson's direct and sane presentation of a subject which has become somewhat sentimentalized and obscured. His theme centered about the realization that in adult education the individual requires to be taken at the point where he is and assisted in reaching the point where he desires to be. That in giving a service to a town, no matter what it is or what it wants, it is necessary to begin with what it has. That the work of the library is to provide the material which makes the wheels of the mind revolve, and to give all possible assistance in enabling each individual to secure the material most suited to his personal needs and interests; to remove the fallacies concerning short cuts to knowledge and to create in the individual a sense of pleasure in books and learning. This was followed by a discussion concerning service, material, and results.

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Standard School Broadcast, through the courtesy of the Standard Oil Company of California, in which we were shown by the Arion Trio just how the music appreciation course is conducted in the studio, with Josephine Holub, violinist, Margaret Avery, 'cellist, Joyce Bartleson, pianist, and Jennings Pierce, announcer. It was most interesting to hear how instantly the musicians responded to the suggestion of the announcer.

The municipal libraries section of the afternoon was presided over by Gertrude E. De Gelder of the Fullerton Public Library, president of the Municipal Libraries Section. This session was given over to a discussion of the problems involved in the service of (1) The Public Library in Its Community Rights Versus Student Demands, conducted by Frances Woodworth of the Angeles Mesa branch of the Los Angeles Public Library, and Mrs. Mabel Faulkner of the Orange Public Library; (2) The High School: Coöperation or Duplication, presented by Margaret Girdner, librarian of the Galileo High School Library of San Francisco, and Ruth Reymour, Tamalpais Union High School Library of Sausalito. Following the interesting and able presentation of these difficult problems, a discussion was led by John B. Kaiser.

California librarians feel that they have a special and peculiar claim upon Professor B. H. Lehman of the University of California, as he has appeared upon our program for several years in succession, delighting us with his wide knowledge of books together with his sane and balanced interpretation of them. His presentation this year of "Books on the New Morality" deepened our previous appreciation. Beginning with the statement that morality stands for a basis of human conduct and cannot be limited to such individual aspects as sex, cigarettes, lipsticks, and rouge, he went on to show that the tremendous business of life is the manner in which a human being confronts his destiny. He indicated the part which marriage plays in the human relationships and human moralities, as stated by Westermarck and De Pomerai in their books upon marriage and the shifting views upon property. Books on morality must include books upon science, as in the works of Jeans and Eddington, showing more and more clearly the action and direction of that element which we call life; the moralities of business and property as shown by Chase in his "Prosperity, Fact or Myth"; the moralities of the law, as set forth by Bates in his "This Land of Liberty;" and most of all, the human basis underlying such apparently opposed works as Bertrand Russell's "Philosophy" and Walter Lippman's "Preface to Morals;" and so swinging back to his original thesis that morality is conduct as expressed through the action existing in life—not something written in a book.

The talk on Wednesday morning by Professor Eugen Neuhaus of the University of California upon the subject of "California Art and Artists" was vivid, illuminating, and of unusual interest. He prefaced his subject by stating that art is that which communicates the artistic reaction to humanity and cannot be confined to any one geographical location. Nevertheless, he gave an outline of the scope and significance of art in America, followed by a comprehensive survey of those early artists who first gave distinction to the specialized art of California, dwelling somewhat particularly upon William Keith and his progression from the earlier style of photographic picturization to his later work of the poetic interpretation of nature.

Chester H. Rowell is a writer and speaker who is too well known to California readers and audiences to require any introduction, and his talk upon "Making Books Respectable" combined all of the common sense and humor which we are accustomed to find in any utterance of Mr. Rowell. As it is the province of the schools to purvey mass education, so it is the province of the libraries to provide the means for the carrying on of the individual education beyond the school age; for the cessation of education with the end of the school years means to be a generation behind the time of human progress. Not the mere reading of books but the choice of what books to read is the test of reading efficiently, and making books "respectable" means to Mr. Rowell that they should be so chosen and so presented that people will read because of the interest to be found in the accumulated and accumulating knowledge of mankind. Mr. Rowell believes that fiction is the finest product of the finest art (that of literature) as even the cheapest may be a spur to the imagination, while the best presents an interpretation of life which leads inevitably to the expansion of personal experience.

The speaker for the Wednesday afternoon session was Frederick O'Brien of South Seas fame, who gave us his "Experiences in the South Seas," but whose theme was rather the genesis of a book—the building of a book from actual experience—and his audience chuckled or thrilled as they passed with him from newspaper correspondent to chicken ranch, from chicken ranch to the editorial sanctum, from the editorial sanctum in the town of the thirteen saloons to the South Seas. "White Shadows in the South Seas" required four years in the making, and from the redundant mass of material remaining were later written "Atolls of the Sun" and "Mystic Isles of the South Seas," books which still retain their popularity even after the passage of years.

One of the very pleasant features of the program was that afforded by Mrs. Constance Mitchell of the Sather Gate Book Shop of Berkeley. At the opening of several of the sessions Mrs. Mitchell told delightful stories in her charming way, drawing her material largely from Hungarian folk and fairy lore.

The meeting closed with the election of officers for the coming year. Willis H. Kerr was elected president, Miss Mabel W. Thomas, assistant librarian of the Oakland Free Library, vice president, and Mrs. Hazel G. Leeper of Sacramento, secretary.

Space does not permit of an adequate description of the many charming features of the meeting not written down in the program. The hospitality of Monterey, with tea in the historic old Custom House; lovely drives in the early morning and late evening beside a "purple sea and an opal beach" with a background of misty mountains and dark pines; the unfailing courtesy of the Hotel Del Monte, expressed in every possible way that could add to our comfort, convenience or enjoyment; the beautiful grounds and the lovely flowers, provided prodigally for dining-room and auditorium—a meeting, in short, greatly enjoyed and long to be remembered both to our happiness and our profit.

Annual Meeting of County Libraries

THE TWENTY-SECOND annual meeting of the county librarians was held at Del Monte on Saturday, April 11, preceding the C. L. A.

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convention. Miss Mabel R. Gillis, state librarian, presided, and Miss Lenala Martin acted as secretary.

A most helpful business meeting was held in the forenoon at which the county librarians discussed freely matters of special interest to them.

The afternoon program was devoted to four interesting topics. Miss Mary Barmby, president, California Library Association, talked on discussion groups in county library branches. She told of such a group carried on successfully in a small community in Alameda County. It meets every two weeks and the county library furnishes the books used. Other small communities in Alameda County are considering this type of adult education.

Miss Bessie B. Silverthorn, librarian, Stanislaus County Free Library, told of discussion groups throughout her county which have been held for the past seven years. They are called book review assemblies, meet once a month, and have either community or imported leaders. The county librarian helps to supply leaders, books, and pictures.

Miss Edith Gantt, librarian, Solano County Free Library, gave an excellent talk on the building being erected at Fairfield, the county seat, for the county library headquarters. She used as illustrations blue prints of the interior of the library and a tinted exterior view showing a most attractive building fitting into the civic center of the town.

Mrs. Florence Wheaton Townsend, librarian, San Benito County Free Library, whose county is all rural, interested her audience by describing two experimental and very unique community branches designated as "help yourself" county library branches. These two branches are ten and forty miles respectively from the county library headquarters. They are located very conveniently for the residents of the communities served by each one being placed in a locked box alongside the groups of rural mail boxes to which the people go frequently. A system has been devised for charging the books, keeping the box locked, and attending to other necessary details.

Miss Stella Huntington who is substituting as county librarian of Tuolumne County had for her topic, "Once a Librarian Always a Librarian." After telling of interesting requests for fine types of books from Tuolumne County borrowers she devoted the remainder of her talk to recounting the fascinations of this historic mountainous county. She declared the streets of Sonora, the county seat, could take a person back seventy-five years in a few minutes. She suggested Tuolumne County as a most desirable place for a week-end trip.

Miss Isabel Jackson, chairman, Special Libraries Section, C. L. A., planned a joint dinner session with the county librarians for Saturday evening. Miss Jackson as toastmistress introduced Rudolph Jenny of the Pacific Gas and Electric Company, San Francisco, who told what a business man expects of a business library. Mr. Jenny was followed by Mrs. Faith Holmes Hyers, publicist, Los Angeles Public Library, on service of city libraries to business men. Mrs. Alice G. Whitbeck, librarian, Contra Costa County Free Library, who lives in a county noted for its manufacturing, enumerated an amazing number of business institutions served by the Contra Costa County Library. Miss Mary Taylor, librarian, Standard Oil Library, San Francisco, was the final one of the scheduled speakers. She gave a résumé of the service to the business man from the standpoint of the business library.

Sunday was spent resting, holding personal conferences, or enjoying the historic landmarks and varied scenery of mountains and sea coast.

N. E. A. VISITORS WILL ENJOY McGROARTY'S PLAY

An opportunity to view the Mission Play, which has become the objective of visitors to Los Angeles for the past twenty years, will be offered to delegates and members of the National Education Association when they meet in convention in Los Angeles on June 27, 1931. This will be the chief entertainment feature and it is the gift of the teachers of Los Angeles to those who attend the convention.

John Steven McGroarty, author of the play, is widely known as a writer of books on the history of California. He promises that the presentation will be one of the most brilliant in the play's history. In the past this play has always been given at San Gabriel, a small town some fifteen miles from Los Angeles and the site of one of the beautiful old missions. But on the occasion of the N. E. A. convention the play will be given in the Hollywood Bowl.

This is the first time that a brilliant pageant has ever been given at the Bowl, which has become world famous for its symphonies under the stars. The great amphitheater is admirably adapted for the Mission Play since it offers an out-of-doors setting and gives opportunity for a greatly augmented cast.

"Where we have ten or twenty persons on the stage, we can have fifty to two hundred at the Hollywood Bowl," Mr. McGroarty said recently in outlining his plans for the N. E. A. entertainment. "We are planning to have twenty to fifty fine horses, richly caparisoned, and hundreds of men and women in the brilliant costumes of the period.

"In the scene where the child is brought in for baptism, we plan to have a large party approach the baptismal font by winding down through the chaparral of the hillside, just as they must have done in the days of the early missions.

"While we are being paid for presenting the play in the Hollywood Bowl, every dollar we receive will be paid out in salaries and costuming, and probably much more than we are receiving, since it is the intention of the Mission Play Association to make the spectacle one long to be remembered by delegates to the convention."

The scenes of the play are really adaptations of California history, as Mr. McGroarty has discovered in a search of the records. The incidents presented are authentic, the material merely having been arranged in proper sequence to achieve the desired dramatic effects.

The only admission requirement will be the presentation of a membership card in the National Educational Association. But this requirement will be strictly adhered to. Since it is the first time that the play has ever been given in the Hollywood Bowl, which is annually used for symphony concert programs, others than educators are already asking if admission may be had at a price.

The estimated seating capacity of the Hollywood Bowl is twenty thousand and it is anticipated that on the night of the Mission Play there will not be a single vacant seat in the great amphitheater.

Teachers feel that in offering the Mission Play to their guests they are giving them something they could not find in any other city in the world. The fact that the events presented are those closely united with the early history of California also makes the play a peculiarly happy one for educators.

Many other attractions also are being prepared for the convention, which is being held in Los Angeles for the first time in twenty-five years. Plans are being made for the entertainment of delegates and during the last several weeks teachers and members of the Parent–Teacher Association have been preparing themselves by attending lectures presented by experts in many lines dealing with the resources and industries of Los Angeles, as well as brief motor tours that may be made during leisure hours. Thus equipped the prospective hosts and hostesses of the N. E. A. convention are planning to make this one of the outstanding events in the association's history.

BOOK REVIEWS

American Society, by Charles F. Thwing, president emeritus of Western Reserve University. Macmillan Company, publishers. Price $2.25. This book is devoted to interpretations of educational and other forces. Among the most notable essays are "The Best and Worst in American Society," "The American Family," "American Society After the Great War," "Growth of Enthusiasm in American Society." Doctor Thwing has a standardized mind. He is philosophical in his approach. He has a large vision, a catholicity of interest, and a charm of style. He has written more than twenty books. They are solid, substantial, and uphold the ideals of American society. This book is worth while. California educators are not only familiar with his books and work as president of Western Reserve, but remember with pleasure his fascinating oratory when he was a guest speaker at the California Teachers Association.

A Dog of Flanders, by Louise de la Ramee, published by the Beckley–Cardy Company of Chicago. Price 60 cents. The same old delightful tale that children have been reading for many years and will read for many years to come. This special edition is very attractive with twenty-two full-page illustrations by Ludwig and Regina. There is a picture of Nello and Patrasche on the outside cover done in three colors.

Three Little Songs for Little Voices, by Geraldine M. Ryan, published by Beckley–Cardy Company. Price 75 cents. There are thirty-seven songs in all, with a classified index, as follows: Bird Songs, Christmas Songs, Doll Songs, Evening Songs, Flower Song, Morning Songs, Nature Songs, Mother Goose Rhymes, Songs of Pets, Play Songs, Songs of the Seasons, Thanksgiving Song.

Exercises in Arithmetic, for Practice and Testing, Grade Four, "Exercises in Arithmetic," for Practice and Testing, Grade Five, by David Eugene Smith, William David Reeve, and Edward Longworth Morss, editor of mathematical textbooks. Published by Ginn & Co. Price each 28 cents. These sheets are designed to furnish material that can be used for drill and test purposes.

WORKBOOK, Part One, for Elements of Business Training, Revised Edition, by John M. Brewer, Floyd Hurlbut, and Juvenilia Caseman. Published by Ginn & Co. Price 60 cents. Chapter one—Your Relation to the Business World; chapter two—Travel information; chapter three—Telephone and Telegraph; chapter four—Insurance; chapter five—Making Payments; chapter six—Banking.

MY WORK AND FUN BOOK, Book Five, to go with Book Five of Pennell and Cusacks', "The Children's Own Readers." Published by Ginn & Co. Price 40 cents.

THE NEW PATH TO READING, My Next Book One, by Anna Dorothea Cordts. Illustrated by Maurice Day. Published by Ginn & Co. Price 64 cents. One hundred and seventy-three pages, with colored illustrations, and four pages of words made in list form at the back of the book.

THE WORKBOOKS for the "Do and Learn Readers" are as follows: "Workbook for Boys and Girls at School," a First Primer. "Workbook for Boys and Girls at Work and Play," Primer. "Workbook for Our Friends at Home and School, First Reader. "Workbook for Stories of Animals and Other Stories," Second reader. "Workbook for Interesting Things to Know," Third Reader. These work books are written by Margaret L. White and Alice Hanthorn, general supervisors, Elementary Schools, Cleveland, Ohio. Published by the American Book Company. Price 26 cents each. The workbooks contain a vocabulary booklet, rhyming booklets, two animal booklets, and the good citizenship poster series, which may be used in booklet form.

TEACHERS' MANUAL for "Do and Learn Readers," for second and third years. There are also "Word and Phrase Cards," to accompany the "Do and Learn Readers." Published by the American Book Company. Price 80 cents.

NOTAS DE UN ESTUDIANTE, by José Rodriguez Pastor. Edited by Carl O. Sundstrom, Department of Spanish, Crane Junior College, Chicago. Published by Silver, Burdett & Co. Price $1. This edition of a work not hitherto published in any edition in the United States is offered as interesting reading for the second year of high school Spanish or the second term of college. One of the chief merits of "Notas de un Estudiante" is that it is of the present day and appeals therefore very effectively to the American student.

EVERYDAY ECONOMICS, by Cornelius C. Janzen, Ph.D., and Orlando W. Stephenson, Ph.D. Published by Silver, Burdett & Co. Price $1.68. This book deals with Foundations of Our Economic Order; The Organization of Production, Exchange, Money, and Banking; Trade and Transportation; Risk in Modern Business; Government Functions, Income, and Expenditures; Distribution of Wealth and Income; and Labor Organizations and Proposed Economic Reforms. This is indeed a marvelous book for the student interested in economics.

ALGEBRA FOR TODAY, Second Course, by William Bertz. Published by Ginn & Co. Price $1.36. The introduction and the first two chapters aim to arouse an immediate interest in the subjects, and offer a clear preview of the purpose of algebra. A consistent attempt at motivation will also be noticed in the presentation of all new topics.

SONGS FOR THE SCHOOL YEAR, for junior and senior high schools, compiled by George S. Dare and John M. Avent. Published by A. S. Barnes & Co. Price $1.20. This book consists of a collection of standard songs, carefully selected, comprehensive in scope, and edited with a definite purpose. Each song has been prepared for practical use and may be sung by singers with only average voices.

TAP, CAPER, AND CLOG, Fifteen Character Dances, by Helen Frost, author of "The Clog Dance Book," "Clog and Character Dances," "Oriental and Character Dances." Published by A. S. Barnes & Co. Price $2. This book meets a need for further dances with educational approach and emphasis. The silhouettes are exceptionally good.

THE NATURE ACTIVITY READERS, by Paul Grey Edwards, supervisor of science, Chicago Public Schools, and James Woodward Sherman, author of "The Gay Kitchen," "Out in the Kitchen," etc. Published by Little, Brown & Co., Boston, Mass. "Outdoor Land," Book One, price 72 cents. "The Outdoor Playhouse," Book Two, price 76 cents. "The Outdoor World," Book Three, price 88 cents. The authors exercised great care in "Outdoor Land," Book One, for the first grade, in choosing words which are of most frequent occurrence in a child's vocabulary. That they were successful is evidenced by the fact that 80 per cent of the words in this book appear in the first thousand on the Thorndike list. "The Outdoor Playhouse" and "The Outdoor World" show the same careful discrimination in choice of words and gradation of material. This series has been most generously illustrated. In the first book all the illustrations are colored. "The Outdoor Playhouse" only has a few in black and white. Book Three has thirty-five illustrations done in color.

ADOLESCENT EDUCATION, by Frederick Elmer Bolton, school of education, University of Washington, Seattle. Published by the Macmillan Company, 60 Fifth Avenue, New York. Price $3. Table of contents is as follows: A New Era in Adolescent Education; The Stage of Preadolescence; Recognition of the Period of Adolescence; Anatomical and Physiological Development During Adolescence; Accelerated Adolescent Growth; Adolescence in Relation to Disease; Mental Life of Adolescents; Adolescent Imitation; Adolescent Imagination; Adolescent Attitudes and Emotions; Adolescent Intelligence; Adolescent Mental Deviation and Education; Youth and Crime; Ministration to Individual Differences; Some Paramount Objectives of Secondary Education; Character Education. A well written book of 506 pages, that shows that the author knows his subject thoroughly.

THE PSYCHOLOGY OF THE ELEMENTARY SCHOOL, by Harry Grove Wheat, Ph.D. Published by Silver, Burdett & Co. Price $2. This book seeks to avoid the contrast between the child and the subject. It also seeks to encourage teachers to study the subjects of the school. What the subjects are as products of racial development and the course of their development in the minds of children are called to attention. It is the belief of the author that more attention on the part of teachers to the characteristics and requirements of the subjects will result automatically in less slavish dependence upon textbooks in a reduction of overdepartmentalization, and in the learning of the subjects in their proper relations. A book of 439 pages.

EARLY PROTESTANT EDUCATORS, by Frederick Eby, Ph.D., LLD., professor of the history and philosophy of education, the University of Texas. Published by McGraw-Hill Book Company, Inc., of New York and London. Price $2.25. This book deals with the life and work of Martin Luther, Philipp Melanchthon, Johann Bugenhagen, John Calvin, John Knox, and the Anabaptists. Doctor Eby explains very thoroughly the educational side as well as the religious side of these famous men of history of the sixteenth and seventeenth centuries.

ELEMENTS OF BUSINESS TRAINING, by John Brewer, Floyd Hurlbut, and Juvenilia Caseman. Published by Ginn & Co. Revised Edition. Price $1.68. This book is up to the minute in modern business methods, easily understood, with an index, glossary, and two pages on abbreviations and signs.

THE EXTRA CURRICULAR LIBRARY, "Safety Education," by Idabelle Stevenson. Published by A. S. Barnes & Co. Price $1. A new title to add to your library of the Extra Curricular Library, equally as interesting and instructive as the previous ones.

LATIN, FOURTH YEAR, by Harry Edwin Burton and Richard Mott Gummere. Published by Silver, Burdett & Co. Price $1.88. The authors have written a marvelous book. It supplies all the material necessary for the study of Latin poetry in secondary schools. It includes the most widely approved selections in former requirements and, in addition, other selections which in the experience

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of the editors and of many teachers have proved to be within the ability of students and of special interest to them. The students will also enjoy the introduction, where the meter, technique, and development of Latin poetry and its influence are explained.

The School Club Program, by H. D. Meyer. The book is divided into four parts. Part I, Organization and Administration, gives in detail the necessary procedure in planning and promoting a school club program. Part II, The Program, offers practical suggestions for fifty clubs. Part III, Supplementary Agencies, twenty-eight national organizations are introduced with a brief paragraph explaining something of their objectives and programs. Part IV, Appendix.

The Class Organization and Activities, by Margaret Anne MacDonald. The purpose of this book is to disclose its complex inner life to faculty members, advisers, and administrators who play an equal part in the success or failure which results.

Extra Curricular Activities of High School Girls, by Olivia Pound. While heretofore the high school girl has been carefully guarded along certain lines, she has been limited in her participation in the general activities of education because of certain taboos, prejudices, and beliefs. By a sure and gradual emancipation she is coming into her individuality and may partake more fully in the program of which she is a part.

Student Participation in School Government, by Jerry J. Vineyard and Charles F. Poole. This book is an attempt to assist two classes of sponsors and administrators. First, those who are planning to inaugurate student participation and are seeking guiding principles and evidence to assist them in their undertaking; second, those who have already established participation but are seeking objectives and organized practices to aid them in further promoting the activities of their organization.

Cuentos y Leyendas de España, by Madeline W. Nichols and Guillermo Rivera, published by Doubleday–Doran & Co., Inc. Illustrated by Alberto Cugat. The general source of reading material in this volume is the "Estoria General of Alfonso X." When another source has been used, reference to it is given in the notes. It is also an excellent preparation for the student beginning the study of Spanish literature and an intensive review of the essential grammar and syntax of the language.

Doubleday–Doran & Co. of Garden City, N. Y., have collected and selected the most popular of French masterpieces, and we have them in nine volumes: "Le Bourgeois Gentilhomme," by Molière; "L'Avare," by Molière; "La Poudre aux Yeux," by Labiche et Martin; "Le Voyage de M. Perrichon," by Labiche et Martin, "Contes Choisis," by Guy de Maupassant; "Ramunteho," by Pierre Loti; "Les Trois Mousquetaires," by Alexandre Dumas; "La Tulipe Noire," by Dumas; and "Les Oberle," by René Bazin. These books are well illustrated, with a portrait of the author in the front of each volume. The outstanding features of these books are the exercises and a complete vocabulary. The exercises are in a form of a questionnaire, and each question has to be answered in a complete French sentence.

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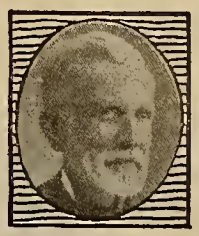

JUNE, 1931

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

With the sixty-ninth annual convention of the National Education Association scheduled for Los Angeles from June 27 to July 3, California administrators and teachers and associations have been making extensive plans for the entertainment of visitors from the rest of the United States. The attempt is being made to make this sixty-ninth meeting one of the most memorable in the history of the association.

Last year southern hospitality was shown at Atlanta, Ga., in full measure. California hospitality this year on the shores of the great Pacific will be equally in evidence.

In the Hollywood Bowl will be given "The Mission Play," John Steven McGroarty's great epic of the early settlement, and Christianization of Alta and Baja California. Tripled in cast for outdoor pageantry, this famous play will undoubtedly be the high light of the entertainment program for the convention. To Mrs. Mary Belle Murray, director of California history for the Los Angeles city schools, head of the committee for presenting California's history to the delegates, is given the major credit for securing this magnificent spectacle for the convention.

The May 26 report to the Governor's Council by Vierling Kersey, State Superintendent of Public Instruction of California, included a summary of some eleven topics of current vital interest to educators in the state. The subjects presented were:

1. Safety Regulations Governing Transportation of Pupils.
2. Salary Reductions Threatening School and Community Welfare.
3. Recent Projects in the Field of Secondary Education.
4. Awards Announced in American Chemical Society Prize Essay Contest.
5. Chico State Teachers College Library.
6. Report on Free Textbooks.
7. Progress Report From Education Department at San Quentin.
8. Goodwill Day World Telephone Conversation.
9. Coöperative Study With Federal Office on Availability of Schools in Rural Communities.
10. Meeting of California Curriculum Commission.
11. Fire Prevention in Forest Areas.

We print sections from this report in several of the following paragraphs:

1. *Safety Regulations Governing Transportation of Pupils.*

Recent tragic accidents which have occurred throughout the United States, and one but a few days ago in Merced County in which a number of pupils were killed and many maimed and injured in a collision between a school bus and a moving freight train, serve as terrible object lessons to all school officials. The establishment of strict rules and the rigid enforcement thereof, for the purpose of ensuring the safety of pupils who are being transported to or from school, is an imperative obligation which devolves upon the governing board of every school district providing transportation for pupils. Everything possible must be done to insure safe transportation.

The Superintendent of Public Instruction will request the State Board of Education at its next regular meeting to adopt regulations governing the transportation of pupils by school districts. These regulations, if adopted, will be made effective in every school district in the state, and the enforcement of the regulations will be one of the primary responsibilities of all county, city, and district superintendents of schools.

(a) Suggested safety regulations:

It is suggested that the following regulations be adopted by each school board which provides pupil transportation either in school-owned busses or by contract with individuals or companies. Each contract with an employee or with a contractor engaged in pupil transportation should contain an agreement to observe these rules strictly and to terminate the contract upon evidence of violation of any of these rules.

Rules relative to transportation equipment:

(1) Brake efficiency. All motor vehicles employed in transporting pupils shall be thoroughly tested by a competent mechanic not less frequently than once each month, and no such vehicle shall be continued in operation for the transportation of pupils unless it is certified to comply fully with the requirements of section 94 of the California Vehicle Act relative to brake efficiency.

(2) No motor vehicle employed in transporting pupils shall be allowed under any circumstances to carry a pupil load greater than that to be specified in the rules of the governing board of the school district as the maximum pupil load for each vehicle.

(3) Equipment. All motor vehicles employed in transporting pupils shall be equipped with an adequate horn, rear-vision mirror, stoplight, and headlights, complying with the specification of sections 95, 97, 99, and 106 of the California Vehicle Act, and no such vehicle shall be continued in use for the transportation of pupils unless all such equipment is in proper order and functioning efficiently.

(b) Rules relative to operators:

(1) Physical fitness. Each school bus operator, whether an employee of a school district or of any person or company contracting with the school district for the transportation of pupils, shall, before the opening of school in each school year, file with the governing board of the school district a statement signed by a competent physician certifying that such operator has normal vision and hearing and is, in the best judgment of the physician, physically fit to perform the duties of a school bus operator without undue hazard to the safety of the pupils.

(2) Daily reports. Each school bus operator shall be required to report daily to the principal of the school on the condition of the motor vehicle operated by him, and make recommendation concerning adjustments or repairs to the vehicle or its equipment which may be necessary to insure the safety of the pupils.

(3) Recommendation on motor vehicle. Each school bus operator shall be responsible for recommending to the principal of the school the temporary discontinuance from service of any motor vehicle which in his judgment is unsafe, and in no case shall such vehicle be continued in use for transporting pupils until examined and, if necessary, repaired, and certified by a competent mechanic to be safe for such use.

(4) Must observe laws. Each school bus operator shall be held fully responsible for observing strictly the requirements of the California Vehicle Act, and shall be dismissed immediately upon proof of any violation of such act which would in any way endanger the safety of the children transported.

(5) Emergencies. Each school bus driver shall be held responsible for immediately discontinuing for use in transporting pupils any

motor vehicle so employed, whenever and wherever any accident shall occur to or any defect develop in any such vehicle, which renders the continued operation of the vehicle unsafe for the pupils. If engaged in transporting pupils at a time when such accident occurs or defect develops, the vehicle shall be stopped, the pupils discharged, and emergency arrangements made for the safe transportation of the pupils.

VIERLING KERSEY, Superintendent of Public Instruction of California, in his report comments strongly against the reduction in teacher salaries that has been made in various schools throughout the state. Superintendent Kersey believes teacher salaries should be commensurate with the training undergone and the responsibilities involved and that a reduction would be penalizing people not too well paid as it is.

THE PRELIMINARY PLANS for the new library at the Chico State Teachers College have been approved and are now being developed by the architects. The plans include a lobby, a display gallery, a charging-room, a reserve-book room which seats eighty-four students, a reference room which seats thirty students, a main reading-room which seats 108 students, a browsing-room, stack space for fifty thousand volumes, and staff quarters including a cataloguing room, workroom, staffroom, librarian's office, receiving room, and packing- and shipping-rooms.

The Early Italian Romanesque architecture with wall texture of brick trimmed with terra cotta and topped with variegated red tile roof is in keeping with the original units. The nonbearing interior partitions will be of hollow tile, permitting of future adjustments as conditions may necessitate.

In addition to the charging counter and the catalogue drawers, the charging-room will contain recessed display cases and free standing display cases, equipped with show-case lighting. The main reading-rooms will have exposed trusses decorated in the Early Italian manner. An elevator will serve the several stack floors and continue up into the tower which will be a feature of the building designed to help balance the height and bulk of the new auditorium located on the opposite end of the campus. The tower will contain stacks and will allow for considerable future expansion. A feature of the stacks will be the use of stack alcoves or "carrels," similar to those used in medieval libraries, where students may study in close proximity to the books.

The next extension to the building will effect the enclosure of a large study patio, about sixty by eighty feet in size, connecting with the library only, and available for outdoor study. The browsing-room will be developed as an informal living-room, with fireplace, easy chairs, and the like.

Great care has been exercised to procure suitable light. The main reading-room will face north while the reserve-book room and stack carrels will orient east. The internal arrangement of this plant will approach the ideal for small colleges. The cost is estimated at $110,000.

THE CALIFORNIA CURRICULUM COMMISSION held its regular meeting in Los Angeles May 21, 22, and 23. Among the various items considered was the publishing of a teachers' manual for the intermediate grades, which will follow the primary unit "Teachers' Guide to Child Development" already printed. The emphasis will again be placed on the child as the center of the educational process, and the subjects or curriculum content will be treated as a means by which the child will develop character and personality.

The California Curriculum Commission also plans to publish a report dealing with secondary education and will treat with such subjects as: (1) The Point of View of Secondary Education; (2) Objectives of Secondary Education; (3) Purposes of Secondary Education; (4) The Secondary School Curriculum; (5) Organization of the High School and Junior High School Program; (6) Action Taken Between the Elementary and Secondary School Units; (7) The Relation Between the High School and the University.

MISS VIVIAN P. EVANS, rural supervisor of the Riverside Count schools will have a summer school for three weeks, commencin; July 6, for those teachers desiring aid in the teaching of Mexican children or others of foreign language. The school will be held at Belltown, a Mexican colony three miles from Riverside.

Miss Evans will teach the Mexican children three hours in the morning with students of the session as observers. In the afternoon there will be classes for the discussion of the work observed in the morning. In addition, there will be special classes on the technique of teaching.

This is the first time in California that a summer school has been given primarily for the training of teachers involved in the problem of teaching Mexican children in American schools. Tuition for the course is $35.

THE ESCONDIDO GRAMMAR SCHOOLS, under the direction of District Superintendent Lawson, will graduate sixty-one pupils this year. Escondido has the unique position of being a school system in which the tax rate will be lowered next year, but in spite of this fact, due to efficient administration, the teachers will receive their regular salary schedule increase.

DOCTOR A. J. HAMILTON of Claremont Colleges and half-time director of elementary education for the Pomona city schools will be exchange professor at the National University, Mexico City, this summer. Doctor Hamilton will give a course on progressive elementary education and will give evening lectures on creative education.

GEORGE C. SHERWOOD, Superintendent of the Orange Grammar Schools, after twelve years of service on the Orange County Board of Education has resigned from that position. Carl Thomas has been appointed to the County Board of Education by Ray Adkinson, Superintendent of the Orange County Schools. Mr. Thomas for the past seventeen years has been in school work in Orange. The last fifteen years he has been principal of the intermediate school, Orange, and is well acquainted with Orange County school conditions and problems.

EMMETT CLARK, superintendent of the Pomona Schools, has been reappointed by the Pomona Board of Education for another four-year term. Mr. Clark has been very successful in his management of the Pomona schools during the past four years. Two new schools have been built—the Frémont Junior High School at a cost of $325,000, and the Roosevelt Elementary School at a cost of $150,000. Curriculum reconstruction work in the junior and senior high schools has been carried on by the teachers under the guidance of Doctor A. A. Douglas of Claremont Colleges. The elementary curriculum has been revised under the leadership of Doctor A. J. Hamilton of Claremont Colleges, who is also half-time director of elementary education for the Pomona city schools.

Of particular merit has been the work done in Pomona in the Home School for physically handicapped children by Mrs. Ruth Burgess, director, and Miss Louise Jones, assistant. One of the delightful enterprises of these Home School children has been their editing and manufacture of the *Home School Magazine*. One copy is made and is passed from house to house for perusal. Each month a different cover and cover design is used to bind together the mimeographed contributions of the Home School students. This year the staff is composed of Arthur E. Lee, editor; Theodore Shireman, assistant editor; Arwyn St. Pierre, art editor; and Miss Louise Jones, faculty adviser.

THE MIDDLE UNIT of the Los Angeles County new course of study is now on the press and will be ready for distribution shortly. This unit has been in course of construction under the leadership of Mrs. Lorraine Miller Sherer, director of curriculum for the Los Angeles County schools, during the past year. It will be, when published, one of the most comprehensive county courses of study ever issued in California. The attempt

has been made to interpret the new education in terms of modern practicability.

Work in introducing the new Los Angeles course of study to Los Angeles County administrators has been accomplished already in part. Some eight voluntary meetings of two hours each were scheduled for district superintendents desiring information about the new course by Mrs. Lorraine M. Sherer. At each meeting fifty to sixty administrators were in attendance, almost 100 per cent, as sixty is the maximum number of district superintendents affected by the new course of study. At these meetings Mrs. Sherer presented the facts of the new course and discussions were undertaken upon various points.

Next school year in Los Angeles County, A. R. Clifton, County Superintendent, has placed the various supervisors upon call instead of giving them regular schedules. The county has been divided into some six districts in which six to twelve meetings will be held each year. Mrs. Lorraine M. Sherer, director of curriculum, will be in the field aiding in the interpretation of the new course of study.

At Miss Swope's Summer School this year, the course in primary curriculum will be given by Mrs. Lorraine M. Sherer, director of curriculum in the Los Angeles County schools, owing to the fact that Miss Madeline Veverka will not yet have returned from Europe.

Ira C. Landis, Superintendent of the Riverside city schools, has just been reëlected for another four-year term. In the Riverside city schools salaries this year were increased in the lower levels only.

A new curriculum for the elementary schools of Riverside has been the result of work by teacher committees during the past two years under the direction of Superintendent Ira C. Landis. New procedures in education have been stressed.

Superintendent L. E. Adams of San Bernardino will have a new junior high school—the N. A. Richardson School—ready for occupancy at the opening of school this fall. The building will cost approximately $70,000. The plans call for thirteen classrooms, shoproom, domestic science room, artroom, library, offices, etc. The building is such that it can be easily tripled in size as the present building is just part of the structure called for in the original plans. This school has a new type of classroom that includes one end partitioned off by glass. In the end activity work can be carried on under the direct eye of the teacher. Edwin Fisher, now vice principal of the Sturges Junior High School, will be the new principal of this Richardson Junior High School.

Next year Superintendent Adams will have two special classes—one for the hard-of-hearing children, and the other for those in need of special physical corrective work. These classes will be taught by qualified teachers.

Salary schedules have been maintained in San Bernardino, but the teacher's load has been increased.

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"Forget about stocks and bonds . . . guns . . . and high jumps! The man who would think concretely must have quiet . . . and he must break away from his office frequently and get close to the nucleus of Nature's offerings . . . he must know the fanning breezes of the great open spaces . . . become again a child of the sun. . . hear the plaintive song of the locusts instead of the ever-maddening honks of horns and telephone bells . . . enjoy the all-pervading silence, save the faint and occasional 'blurp' of an inquisitive trout; then, and only then, will the multitudinous details and business worries assume their natural proportions or pale into their native nothingness.

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"You may be sure it did not take much persuasion or coercion to accept the cordial invitation of Colonel John R. White in charge of the Sequoia National Park in Fresno, and author of the book entitled 'Big Trees,' to join him at fishing. We all came home with the limit haul of rainbow trout . . . it's the truth and nothing but the truth, so help me God.

"My advice to every business man who has not yet been to the Sequoia National Park, near Fresno, and has not experienced its awe-inspiring beauty, and in admiration stood before that great sentinel the 'General Sherman,' the largest tree in the world, is to make this glorious spot your objective on the next occasion that you can make a quick get-away."

Robert Mollohan, assistant manager at Hotel Sir Francis Drake, was a member of Colonel White's and Mr. Huckins' fishing jaunt.

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GEORGE LARKEY—A TRIBUTE

By HERBERT F. CLARK

GEORGE LARKEY IS DEAD. On last Saturday morning I saw his body in the slumber room of a mortuary in Glendale. He was lying on a cot dressed for the final scene of his career. The slumber room was charming in its makeup and decorations. Mr. Larkey was there in his final sleep. The whole mortuary gave one a feeling of dignity and repose. How appropriate this environment was to the life and character of its silent guest! For no gentler, dignified person ever lived than George Larkey. He was the personification of those qualities of human character that make life at once beautiful and significant.

He gave over a half century to the cause of public education. His lot was not cast with the more favored children, but always with those in the humbler walks of life. His genial influence they felt and appreciated. His coworkers in the field responded gladly to his leadership, and teachers and children will miss his kindly presence.

His home at the foot of the mountain above Glendale was a veritable bower of flowers, trees, and shrubbery. In this he lived in perfect harmony with his environment. With a deep regret to leave these beautiful surroundings, he faced the end knowingly and conscious that death is only transition.

He gave the world three children—two of these, worthy men of the community; the other, a beautiful daughter who passed away several years ago. George lived the good life—in a dynamic and progressive sense. We shall miss his gentle handclasp, his kindly smile, his indefatigable optimism.

COMMENT—EDUCATIONAL AND OTHERWISE

By HERBERT F. CLARK

Stimulating Reading—In the midst of so many pessimistic expressions, both oral and written, it is stimulating to contact expressions of optimism about an abounding faith in this great country in which we live. Get this from President Hoover's masterful Memorial Day address:

An ideal is an unselfish aspiration. Its purpose is the general welfare not only of this but of future generations. It is a thing of the spirit. It is a generous and humane desire that all men may share equally in a common good. Our ideals are the cement which binds human society. They provide the mainspring of progress. Idealism was forged into the souls of the American people by the fires of the revolution. It is this quality of spirit which has made possible the success of our great democratic experiment. It has tempered our acquisitiveness, has strengthened our sense of civic responsibility, and has made service to fellow man a part of our national character.

Furthermore, he says:

Sirens still sing the song of the easy way for the moment of difficulty, but the common sense of the common man, the inherited tradition of an independent and self-reliant race, the historical memory of Americans who glory in Valley Forge even as they glory in Yorktown—all these tell us the truth for which our ancestors fought and suffered, the truth which echoes upward from this soil of blood and tears, that the way to the nation's greatness is the path of self-reliance, independence, and steadfastness in times of trial and stress.

Additional Stimulation—A further stimulation comes from reading an article in the June *Review of Reviews* written by Walter S. Gifford, president, American Telephone and Telegraph Company. In this article, Mr. Gifford says:

In this depression, some folk of intelligence but of little faith have been calling for immediate remedies, for strong leaders to make everything all right for everybody, and if not for these, for some one to sacrifice on the altar of their discontent. . . . In my opinion there is no use looking for any Napoleons to lead us on to economic Austerlitz, or to Waterloo. We are going forward out of this valley as we have from others by the democratic road—by the thought and efforts of thousands of intelligent, able people—by the wisdom of the many.

He says further along in the article:

I believe in the common sense and ability of the American people, and I have, therefore, no fears of the present or the future.

It is refreshing, to say the least, to find some one of some standing who has some faith in the American people and their institutions.

Termites and People—By way of contrast, one is reminded of the pesky termites that infest the underpinnings of our homes. They bore away under there in their secret channels, and their presence is not suspected or discovered until the house begins to fall. Is it not possible that the radical elements in our country, shielded by respectful citizens and organizations, are gnawing at the very foundations of our republic? "Eternal vigilance," as some one has said, "is" (was and always will be) "the price of liberty."

Radio to Substitute Teachers and Schools—John S. Daggett, radio editor, Los Angeles *Times*, in a plea for an endowment for radio development says that it is his firm conviction that "The day will come when the highest type of educational opportunity will be available via radio. Of course," he says, "this idea will not be appreciated by the vast army of school teachers who may be forced into other channels of endeavor, or the contractors who have been erecting millions of dollars' worth of high schools all over the country." The three-year-old, according to Mr. Daggett, "will get his major education over radio."

Without deprecating in any sense Mr. Daggett's plea for an extension and stabilization of the radio, we would remind him that too much of our educational method has always been of the sponge-absorption type. It is not so much what children hear as what they do that determines their educational growth.

[This is good sound sense and not the kind of sound that usually goes over the radio.—H. W.]

Elmer R. Cave, who has been carrying on an excellent educational program in Vallejo, has been reappointed for another four-year term. Mr. Cave announces that his board of education has decided upon a bond election for a new junior high school to be voted upon in September. The new building is to cost $230,000 and will be of Spanish architecture in keeping with Vallejo's historical background.

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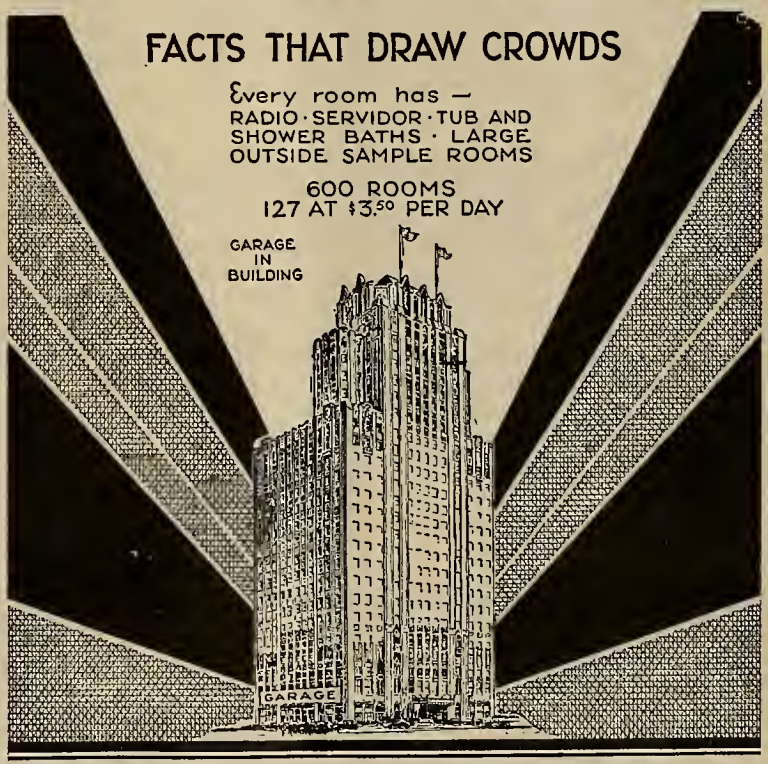

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NEWS AND COMMENTS

By HARR WAGNER

VACATION should not mean intensive study to those who have devoted time each day to the schoolroom routine. Vacation should mean relaxation, release from concentration on daily duties. It should mean physical and mental rest, change, and renewed physical vigor.

OUR SYMPATHY is with the teacher who on account of economic reasons has been consolidated out of his or her job. However, the educational administrator must justify himself for every dollar expended for education. He cannot carry an overload of teachers in 1931–32.

THE CONVENTION of the N. E. A. at Los Angeles June 27 to July 3 will be the big educational event of the year in California. Do not fail to attend. Look for the exhibit of P. Blakiston's Son & Co., W. H. Wheeler & Co., Chicago, Hall & McCreary, Mentzer, Bush & Co., and Harr Wagner Publishing Company. Booths C6–8 in the main exhibit building.

THE LOW SALARIES of County Superintendents are made the subject of an interesting discussion by Vierling Kersey in the May *Official Bulletin*. The salaries of County Superintendents in California have actually decreased since 1928. California ranks near the top in every other way but is eighteenth in salary schedule for County Superintendents. The legislature should amend the present county government law so as to have the salary of superintendents fixed either by a commission or by the County Board of Education. The average board of supervisors will never be able to overcome a natural prejudice in favor of low salaries for educational leaders.

THERE ARE MANY SUGGESTIONS and plans for the restoration of prosperity and for release of the human mind from financial depression. In order to be in the class with Hoover, Hearst, and thousands of others, we also propose a plan. Our proposal is as follows: First that a moratorium be declared for five years. Second that every man and woman over fifty years of age take a vacation for five years. The men and women over fifty have worked efficiently to produce the permanent values of our modern industrial and social life. The men and women under fifty could easily pay a tax to support in comfort those entitled to a vacation. There would be no unemployment.

When the United States drafted the young men in 1917, it was the beginning of our unusual prosperity. We should now reverse the process and draft those past middle age for a five-year vacation. There is no use taxing ourselves or the future to the extent of five billion even to give employment to useful labor. What we need is rest, relaxation, vacation; a state of contentment, of happiness, and of living; not more high buildings; not more high-pressure development; not more constructive work for future generations to enjoy. We should be concerned more with this generation and the next one, but the generations of the fifth, sixth, seventh, eighth, ninth, and tenth should not necessarily concern us. The progress of civilization will upset our contributions to permanent welfare no matter how keen our vision and interpretation of the future may be.

THE PRESENT CONDITION of school finances requires a reorganization or readjustment of educational leadership. The day is past when expensive rugs, equipment, and extravagant ornamentations will meet the approval of the taxpayer. The new type of leadership will be the man who with the minimum of expense will produce maximum results. There is no occasion for shouting depression and no necessity for lowering of salaries, cutting of budgets, and overloading teachers. Standards must be kept up. The wise administrator is the one who meets the situation squarely. The depression cannot be cured by giving employment to men in building ornate school buildings that are not necessary, and then cutting salaries to pay interest on bonds. We have our example in Charles C. Hughes of Sacramento, who a few years ago visualized the growth of the city of Sacramento and recommended to the Board of Education the purchase of lands for school purposes that were situated in the line of development. His foresight saved the city of Sacramento many thousands of dollars, and his administration has been marked by unusual financial ability. Educational leadership requires financial integrity, economic judgment, and more vision than is required of a successful banker.

THE STATE DEPARTMENT OF EDUCATION announces the appointment of Doctor Ivan R. Waterman as chief of the division of textbooks and publications. Doctor Waterman left his position in San Francisco as assistant director of the department of educational research and service to assume his new duties May 18, 1931.

To Doctor Waterman, under the Superintendent of Public Instruction, will be assigned direction of all editorial and publication activities of the State Department of Education. The development of materials to assist in evaluating textbooks under consideration for state adoption will be one of the first responsibilities to be undertaken.

GOVERNOR JAMES ROLPH, JR., signed on June 16 Assembly Bill 1168, which is aimed to encourage the printing, writing, and publishing of textbooks in California. The bill especially requires the Core Curriculum Committee to give preference to books written and published in California, provided the books are of equal merit. The law authorized the State Board of Education to have published at the state plant an additional or supplemental book on each subject, and reports are required each year from County Superintendents. The law will not seriously affect the trade conditions as they are at present. It will be several years before the money will be available and books adopted other than those now provided for or under consideration. There is an actual demand that the State Board of Education call for bids for new arithmetics, new health books, and a new fourth grade geography. Boards of education, purchasing agents, teachers, and committees should not fail to supply children with the books actually needed for classroom use. In due time the Superintendent of Public Instruction will advertise for bids for new textbooks but, until such a time, the children should not be denied the actual necessary tools with which to work.

We stand where we have always stood—that merit and merit alone, not commercial or local interest, should govern the selection of textbooks. It is too bad that the legislature did not repeal the law making it a crime for a teacher to draw royalty from a textbook if used in a district where the author is a teacher.

SCHOOL MUSIC NEWS

The California Western School Music Conference

In January of 1920 the State Board of Education, through the commissioner of elementary education, extended its first invitation to City and County Superintendents, normal school presidents, and the extension department of the University of California to send their teachers and supervisors of music to a conference for the purpose of improving the music program in the California schools.

Forty-six teachers, supervisors, and Superintendents responded and met in the Senate Chamber of the State Capitol to discuss with the State Board of Education such important questions as "Music Standards for Elementary Grades," "Credit Toward High School Graduation for Private Study in Music," "Classroom Procedure in Music," and "Requirement for Certification of Special Teachers of Music."

From 1920 to 1929 California had the unique position of being the only state where the music people were called together annually by the state board. Attendance grew gradually and more and more responsibility for conducting the conference and actively working out music problems was thrown upon the music people themselves. The group finally organized and Dean Dennis of the College of the Pacific was elected as first president.

In San Francisco in 1929, by unanimous vote and with the approval of Miss Helen Heffernan, who is at present actively working with the conference, the California organization became a branch of the National Music Supervisors' Conference. The California Western School Music Conference now meets biennially and in April of this year numbered over six hundred with more than three hundred in actual attendance at the meeting in Los Angeles.

The Los Angeles Meeting Held March 30, 31, and April 1

By L. Alice Sturdy, *Los Angeles*

This three-day conference proved a great impetus to public school music in the West. Practically every phase of music education was demonstrated from the excellent Men's Glee Club of Pomona College to the Preprimer Mexican group from the rural schools of Riverside County. One of the most valuable demonstrations was the *a cappella* singing of the combined glee clubs of Long Beach Polytechnic High School under the direction of Raymond Moremen. Beautiful was the singing of the Pasadena Junior College Girls Glee Club under Lula Parmley, director.

The ever-present problem of the changing voice of the junior high boy was most satisfactorily met by two demonstrations: The Troubadours from Le Conte Junior High School in a scene from an operetta recently given by them under the direction of Mae Wheeler Nightingale, and the Boys' Glee Club of Foshay Junior High School in a demonstration of voice work and a program of songs under the direction of Genevieve A. Rorke. The presentation of instrumental work by Lewis D'Ippolito was exceedingly worth while, showing how even a beginning instrument class could give individual and ensemble experience in a musicianly way.

The splendid concert by the Junior Orchestra of some 250 players from the elementary schools of Los Angeles under the direction of Jennie L. Jones and her assistants was an inspiration with lasting effect. The climax of the convention was the concert on the closing night by the Los Angeles All-City Orchestra under Doctor Edmund A. Cykler, the Southern California Senior High School Chorus under S. Earle Blakeslee, and the Los Angeles Fremont High School A Cappella Choir under Ida E. Bach.

The outstanding address of the conference was made by Doctor Edwin A. Lee of Berkeley (division of vocational education, University of California). His subject was "Music From the Standpoint of a Layman." In his talk Doctor Lee gave music as the fulfillment of the individual's need for expansion.

An excellent classroom demonstration was the one in harmony by Julia Howell of the University of Southern California. The conference offers the greatest opportunity for professional growth not only by the inspiration of fine programs and exchange of ideas which the round tables afforded, but as a laboratory for working out school music problems. Space does not permit the mention of all the splendid programs and demonstrations and talks, but too much could not be said in praise and appreciation of the work, planning, and execution of plans by Herman Trutner, Jr., president; Gertrude B. Parsons, vice president; and Louis Woodson Curtis, director of music in the Los Angeles schools, for the program of the conference, with every session most profitable. Miss Helen Heffernan, always the inspiration of the California conference, again inspired all with her sincere and challenging talk. The benefits of the conference will be realized as time passes and its influence permeates education in the music field throughout the state.

Summer Music Camps

Music educators, along with the professional musicians of our country, have noted with satisfaction the splendid opportunities afforded the young instrumentalist of the nation through the National High School Orchestra and Band Camp at Inter-

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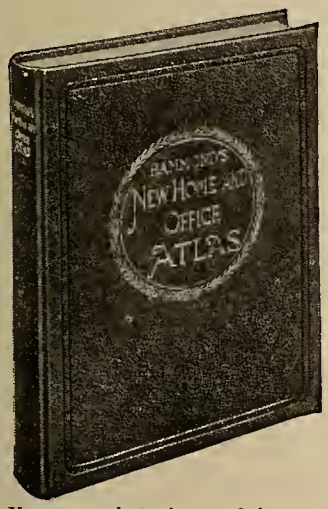

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lochen, Mich., as well as the remarkable achievements of this group. Here, each year, gather gifted young musicians from all parts of the United States for an inspirational summer of study, performance, and well-directed wholesome recreation.

It has been a source of regret to many teachers on the Pacific Coast that because of the distance involved few of our talented young players of the West have been able to avail themselves of the opportunities offered at Interlochen. In this connection, a group of interested music supervisors and others have dreamed of the time when we might have in our own lovely California, the natural playground of America, a duplication of the Interlochen activities.

Mesa Y Mar—Santa Barbara Summer Music Colony

By LOUIS CURTIS,

Director of Music, Los Angeles Public Schools

THIS DREAM is about to come true. The summer of 1932 will witness the establishment at Santa Barbara of the Mesa Y Mar Summer Music Colony, which will offer to students of high school age opportunities for study and ensemble performance amid surroundings rich in recreational facilities. Public-spirited citizens of Santa Barbara interested in developing still further the unique cultural atmosphere of their city, when approached by the group of music enthusiasts who so ardently had hoped for this thing bestirred themselves in the interest of the project and secured from Major Lebetter his magnificent estate of forty acres on the point of land forming the northern end of Santa Barbara Bay. This beautiful tract of wooded land looks out upon the mountains, the sea, the Channel Islands, and the little town of Santa Barbara at the foot of the bluff upon which the estate is located.

At Mesa Y Mar two tiny villages will be constructed in the attractive Santa Barbara–California architecture to take care of the housing, practice and rehearsal needs, and social activities of the boys and girls attending.

Doctor Artur Rodzinski, conductor of the Los Angeles Philharmonic Symphony Orchestra, will have the general musical direction of Mesa Y Mar. Associated with him will be distinguished professional musicians, players, and teachers, and public school music educators of note. Counselors chosen from the schools will supervise the recreational activities of the group and provide chaperonage.

The Hollywood Bowl Association is identifying itself closely with Mesa Y Mar and promises that the world-renowned conductors of the great summer orchestra shall act as guest conductors at Mesa Y Mar. The proximity of the Bowl to Santa Barbara makes attendance at rehearsals and concerts of the Bowl Orchestra possible with the added probability of concerts by the student orchestra in the Bowl.

School Music at the State Fair

By MARY E. IRELAND,

Supervisor of Music, Sacramento

WHEN THE STATE FAIR opens September 5, educational exhibits will appear as usual in spite of the burning of the old educational building. Each year the Sacramento city schools, because of their location, put on "live exhibits" featuring some one phase of the school program. This year it is to be music.

At the extreme south end of the building under the grand stand, a platform has been erected for this demonstration. It will be converted into a regular music room for primary, elementary, junior high, senior high, and junior college classes, bands, and orchestras, according to the needs of each group.

Every morning from 10:00 to 12:00 kindergarten songs and games, rhythmic bands, music coördinated with primary activities, regular lessons in singing and music reading, and music appreciation lessons will be demonstrated. In the afternoon from 3:30 to 5:30 there will be junior high school violin and cello classes, choruses, bands, and orchestras; and in the evenings from 7:45 to 9:15 senior high and junior college bands, glees, and orchestras.

The second week of school prohibits anything in the nature of concerts and finished work. This exhibit will be actual class lessons and rehearsals; a real working exhibit—not a series of programs. The program will run daily except Sunday, when there will be only an hour of music at 3:30 by an orchestra and glee club. Printed programs of the week will be distributed at the fair so that teachers and interested friends may visit classes as desired.

UNIVERSITY OF SOUTHERN CALIFORNIA

ANNOUNCEMENT of a $15,000,000 building program, which is planned to make the University of Southern California one of the largest and most complete institutions of higher education in America, is announced by Henry Bruce, comptroller at the University of Southern California. The program comprises a carefully planned arrangement of buildings which will include all units of the university in one district known as University Park, comprising about forty acres. A number of buildings already in use are incorporated in the ultimate plan, with approximately twenty more to be erected at the rate of one or more each year.

According to university officials, increased physical expansion is necessary to accommodate the widening of the scope of academic activities at the University of Southern California; in ten years, from 1920 to 1930, the enrollment of the University of Southern California has increased from 4850 to almost four times that number of students. Twenty schools and colleges are manned by more than five hundred faculty members, and "the Towers of Troy" are scheduled to multiply in order to keep pace with increasing service of the cosmopolitan institution.

COLUMBIA THEATER

ERLANGER'S COLUMBIA THEATER, O'Farrell Street, near Powell, San Francisco, has arranged for a series of dramatic events of interest to students and teachers. Among the attractions promised are the Stratford on Avon Shakespeare Company, the D'Oyle Carte Light Opera Company, William Gillette in "Sherlock Holmes," and Madge Kennedy in "Private Lives."

The three stars, Walker Whiteside, Florence Reed, and Guy Bates Post, now at the Columbia, are presenting the first American production of Frank Harvey's London stage success, "Three Men and a Woman." It will be immediately followed by the Rachel Crothers play, "As Husbands Go," which John Golden staged in New York, with a cast of well-known names.

The musical show, "Lucky Old Bill," by Captain Bruce Bairnesfather, is to be sent West with a company of three score. It is in reality a continuation of "The Better 'Ole." Harry Thurston, who made a big hit in the attraction in England, will be seen in it here.

Otto Kruger and Madge Kennedy, now playing "Private Lives" in New York, are coming to the Columbia in the Noel Coward play.

The Stratford on Avon players with seven Shakespearean productions will be seen here about holiday time.

William Gillette's farewell tour in "Sherlock Holmes" will bring him to San Francisco, an event in the theater sure to create widespread interest. Gillette has not been seen here in a score of years. We remember his great success at the old California Theater in "Secret Service."

George C. Tyler's revival of "The Admirable Crichton" is also to be seen, and the D'Oyle Carte Light Opera Company from London will bring their production of the Gilbert and Sullivan operas.

The comedy, "Cherries Are Ripe," with two outstanding stage stars, also is one of the attractions announced, as is Bibesco's new play, "My Heir," a notable London success.

ERASMUS SAID: "I have only ten dollars. I need clothes, food, and books. I can do without clothes, I can do without food for a while, but I must have books."

Boards of education should realize in making up the budgets for 1931 and 1932 that buildings are needed, that more teachers should be employed, but the real need of the children is good basal texts and supplementary material.

LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

State Librarian Will Attend American Library Association

Mabel R. Gillis, state librarian, will attend the annual meeting of the American Library Association at Yale University, New Haven, Conn., June 22 to 27. The National Association of State Libraries and the League of Library Commissions will meet at the same time and place. At one of the sessions Miss Gillis will tell of "The Union Catalogue and the Newspaper Index as Aids to Reference Service," and at another meeting will report on country library progress in the Western states. "Book Wagons" is one of the subjects for discussion at a joint meeting of the League of Library Commissions and the County Library Section of the A. L. A. Miss Gillis is scheduled to speak at this meeting on "Why California Does Not Use Book Wagons."

On the way to New Haven Miss Gillis will investigate library work for the blind in Washington and New York City with particular reference to the new federal law which appropriates $100,000 to the Library of Congress for books for the adult blind. Miss Gillis will also visit the Library of Congress and the public libraries of New York City and Brooklyn, where the former state librarian of California, Milton J. Ferguson, is now librarian.

Miss Mary Barmby, county librarian of Alameda County and past president of the California Library Association, will also attend the annual meeting of the A. L. A. She goes as the delegate from the California Library Association.

Amador County Free Library Celebrates Twelfth Birthday

A very distinctive, delightfully planned meeting for county library custodians was held May 4 at Jackson, the historic county seat of Amador County. The twelfth birthday of the county library coincided with the date of the monthly meeting of the board of supervisors, enabling each member of the board to bring with him custodians of branch libraries in his district.

Mrs. Henrietta G. Eudey, county librarian, held an informal session in the county library headquarters in the forenoon, affording an opportunity for visiting librarians to meet the custodians and county officials and providing time for the custodians to select books for their branches.

Those in attendance from out of town were Miss Mabel R. Gillis, state librarian; Miss Bertha Taylor, head of prints department, State Library; William H. Lugg, head of shipping department, State Library; Miss Frances Burket, librarian, Sutter County Free Library; Mrs. Maude E. Parker, librarian, Preston School of Industry; Mrs. May Dexter Henshall, county library organizer, State Library. Miss Burket and Miss Taylor were formerly county librarians of Amador County. Their presence added greatly to the success of the meeting.

The noon hour was spent in an attractive private dining-room of the National Hotel, where the entire Board of Supervisors joined the custodians, staff of the county library, and out-of-town guests at luncheon. D. V. Ramazzotti, chairman of the Board of Supervisors, surprised and delighted everyone with the announcement that the county would erect a building for county library headquarters before the next annual custodians meeting was held. Miss Mabel Gillis, state librarian, expressed gratification over the announcement and told of new county library buildings in Glenn and Solano counties. Supervisors V. S. Garbarini, Frank Devencenzi, Arthur Clifton, and John Orr, as well as practically all the other guests, responded to toasts.

The afternoon session was held in an historic building which had been a famous saloon in the "Days of '49." It is now a quiet clubhouse for women. The program was opened with delightful vocal solos by Mrs. Leah L. Peters of the county library staff accompanied by Mrs. Henrietta Eudey. A brief and interesting account of the meeting of the California Library Association at Del Monte was given by Mrs. Eudey.

The history and purpose of the State Library during the first fifty years of its existence, its development during the past thirty years, and the work of several of its departments were briefly but vividly outlined by Miss Gillis.

Others who contributed to the program were Miss Bertha Taylor, Mrs. Frances Burket, Mrs. Maude Parker, Wallace A. Wilson, County Superintendent of Schools; F. G. Campini, custodian of the branch library at Drytown, and Mrs. May Dexter Henshall.

At the close of the meeting light refreshments were served. Custodians and guests departed with many pleasant impressions of the Amador County Free Library and wished it many happy returns of its birthday.

County Library Helps in Fire Prevention

Lewis W. Sharp, secretary of the Madera Chamber of Commerce, conceived the idea of printed bookmarks to help in fire prevention. The idea met with the hearty approval of the forest supervisor and regional director of the State Chamber of Commerce.

The bookmarks are very effective as the ideas are given tersely and printed so that the salient points catch the eye immediately.

Mrs. Blanche Galloway, librarian, Madera County Free Library, coöperating with the chamber of commerce, has made the county library the medium through which these fire prevention bookmarks are sent to the people. A generous supply is provided for the branch library custodians who represent all sections of the county. They in turn place a bookmark in each book circulated, thereby informing all of their borrowers and through them reaching many other people.

Convention of American Booksellers Association

Several librarians availed themselves of the opportunity to attend the third annual convention of the western division of the American Booksellers Association in San Francisco, April 23–25. Many of the subjects scheduled for discussion were of interest to librarians as well as booksellers and more of the former might have attended with profit. Some of the librarians present for one or more sessions were Katherine Woods, Plumas County, Alice G. Whitbeck, Contra Costa County, Clara B. Dills, San Mateo County, Flora B. Ludington, Mills College, Norah McNeill, Richmond Public Library, and Mabel R. Gillis, State Library.

At the Saturday luncheon Leon Gelher presided and the speakers were John D. Barry, journalist; James D. Blake, publishers representative, and Mabel R. Gillis, state librarian. Miss Gillis paid a tribute to some of the early booksellers who had assisted with thoughtful advice and guidance in building up the foundation of the present State Library collection.

The banquet Saturday evening was presided over by Carl Wheat, an attorney and writer. The author speakers, Douglas S. Watson, Francis Farquhar, Harold Lamb, Charles G. Norris, and Gertrude Atherton, were all very cleverly introduced by the toastmaster. At one point in the evening he also took occasion to express his personal satisfaction in service from the State Library and advised all writers on California subjects to consult the Californiana collection there before considering their researches completed. Miss Gillis was one of the guests at the speakers' table.

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Stories Which Interest American Children

HOW MUCH AMERICAN CHILDREN enjoy meeting boys and girls of all nations in the pages of story books is shown by the twelve foreign stories among the twenty-five books of fiction in the list of juvenile favorites which appears in "Booklist Books 1930," just published by the American Library Association. The books which go into this list are selected by about twenty children's librarians for their actual popularity with young readers.

Those books which carry children around the globe on the magic carpet of imagination include two stories from the Swedish, "The Tale of a Little Wee Woman," and "Wanda and Greta at Broby Farm." "The Boy With the Parrot" transports readers to Guatemala, "The Singing Sword" introduces them to Denmark, and "The Blacksmith of Vilno" provides a glimpse of Poland. The Portugal of olden times is revealed in "Spice and the Devil's Cave," in "Ood-le-uk, the Wanderer," the readers meet an Eskimo boy of Alaska, and in "Liang & Lo" become acquainted with two Chinese youths. They also make friends with "The Cat Who Went to Heaven," in Japan, "Hansel the Gander," in Bavaria, "Beppo the Donkey," in Sicily, and "The Painted Pig," in Mexico.

Other times as well as other lands appear to fascinate boys and girls as is shown by the choice of five tales of early America, including one of adventure among the Indians.

Not a single fairy story appears among the 1930 selections! Nor is there any comment to indicate whether the omission is caused by an increasing taste for realism among little children or merely by a lack of convincing elves, brownies, and genii in the books written for them.

The main section of "Booklist Books 1930" is devoted to about 150 outstanding adult books of the year, selected by a vote similar to that taken for the children's list. These titles, ranging from philosophy to fiction, are grouped according to subject. The list may be consulted at public libraries.

Index to Children's Plays

MORE THAN 2200 plays by which children may find expression for their dramatic instincts in the home, the church, or the school are listed in "Index to Children's Plays," by Acola Hyatt, which has just been published by the American Library Association.

Growing interest in drama is shown by the fact that the author, who based the collection on a list issued in 1921, was able to add about one thousand titles, many of which have been published recently. Descriptive notes accompanying each title give the number of boys and girls in the cast, information about costuming, sets, and time required for production.

Plays for holidays and anniversaries and plays on popular subjects have been relisted under the days and subjects for which they are appropriate. Another helpful feature is the further relisting of titles in three main groups according to the number of characters required.

Books on plays and play production are listed separately as are books on costuming, folk dances, and singing games. A section is also devoted to puppets, their history, construction, and manipulation. Buying information is furnished for all entries.

In the introduction, Cora Mel Patten, chairman of the junior department of the Drama League of America, points out that "the desire for spoken drama which cannot at present be supplied by professional companies" is bringing about the rise of the local dramatic club. She emphasizes the importance of including children in this dramatic renaissance and says of the "Index" that "It should represent an asset in the dramatic growth of every community it reaches."

THE ANNUAL Sacramento County Library custodians' meeting was held May 20 in the Senator Hotel, Sacramento. It opened with a luncheon attended by a large number of custodians, the county librarian, Miss Cornelia D. Provines; Mrs. Gerna R. Dickson, head of the county library branch department; Miss Dorothy Deming, head of the county library school department; Miss Mary Esther Bentz, cataloguer; Howard K. Johnson, chairman, board of supervisors; John Keema, supervisor; and Mrs. Henshall, county library organizer.

After brief talks by the supervisors and county library organizer the afternoon session was spent on a most constructive program devoted entirely to the actual work of the community branches of the Sacramento County Library. The custodians showed unwavering interest and entered into lively discussions under the able leadership of Miss Provines, assisted by Mrs. Dickson.

Charles Schwoerer, Superintendent, Calaveras County Schools, held an unusually interesting and well-attended school trustees meeting at San Andreas on April 2. The program featured a health program and the establishment of a county library for Calaveras County. The speakers were Doctor Thomas O'Connor of Bret Harte Sanatorium; Doctor John J. Sippy, health officer, San Joaquin Local Health District; Miss Jean Sedgwick of the State Bureau of Tuberculosis; William H. Hanlon, Superintendent Contra Costa County Schools; and Mrs. May Dexter Henshall, county library organizer, State Library.

The trustees endorsed the establishment of a county library for Calaveras County.

THE FIRE which completely destroyed the Santa Clara County Courthouse on May 18 did no damage to the county library, which occupies a building at the rear of the courthouse.

ON MAY 1 the fifty students of the School of Librarianship, University of California, accompanied by Miss Della J. Sisler, assistant professor of librarianship, visited the eleven departments of the State Library.

EXAMINATIONS of applicants for county librarian certificates were held by the State Board of Library Examiners at the State Library, Sacramento, on May 16, and at the Public Library, Los Angeles, on May 21.

DURING THE MONTH the county library organizer visited the county libraries of San Benito, Monterey, San Luis Obispo, and San Mateo counties.

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WESTERN SCHOOL NEWS

Joseph Marr Gwinn, Superintendent of the San Francisco Schools, will give a course of lectures during the summer session at the University of Southern California.

Deputy Superintendent of Schools W. C. Nolan of San Francisco will give several lectures at the State Teachers College at San Jose during the summer session.

Doctor Carl Holliday, professor of English at State Teachers College and a noted author (see "Who's Who" for details), is the president of the League of Western Writers, San Francisco branch.

The Parent–Teachers Association of California held an interesting convention in San Francisco May 25 to 28, inclusive. Joseph Marr Gwinn presided in a genial manner and made many witty comments in keeping with the occasion. Mrs. Bradford of Sacramento, a member of the Sacramento County Board of Education and of the State Board of Education, and president of the national organization of the Parent-Teacher Association, was given a real ovation when presented as a guest speaker.

The *California Quarterly* for June contains a full report of the proceedings of California's sixteenth annual convention of secondary school principals at Santa Cruz. Horace Rebok, the editor and manager, has made an educational and commercial success of this very interesting and valuable publication. It is published at 2131 Center Street, Berkeley, Cal. $3 per year. 75 cents per copy.

F. H. Meyer, director of California School of Arts and Crafts, has attracted attention recently by the production of his artistic catalogue and the other art products of his school of practical and ideal methods. The twenty-fifth annual summer session opens on June 22 and runs to August 1.

Some Biting Remarks for Those Who Are Constantly Hungry, prepared and served by Happy Goldsmith, seventy-five cents per portion, no cover charge, is the unique title of a book by A. S. Barnes & Co. of New York, 67 West Forty-fourth Street. The book is attractively illustrated by the author and is very amusing. Try a portion.

The *Overland Monthly and the Outwest Magazine* for June was issued from 437 South Hill Street, Los Angeles, with a circulation guaranteed of over twenty thousand copies. It also had a special news-stand circulation due to its "Comments on Business and Finance," by Nathan L. Porter. Beatrice B. Beebe of Eugene, Ore., contributed an article entitled "Arrest Yourself, Sir," which gives a fascinating side light on the character of George Melvin Miller, a brother of Joaquin Miller, the poet of the Sierras. Ben Field, the poet beloved of all who know him, conducts a department called "Melody Lane," and Cyril Clemens has a close-up of Il Duce—Mussolini. Mary Goodrich writes a sympathetic and friendly article about "Governor James Rolph, Jr." Grace T. Hadley gives a page or two of book reviews that really review. Arthur Chamberlain, the editor, deserves credit for giving *The Overland Monthly and the Outwest Magazine* a real place in the development of Western literature.

Salt Desert Trails is a new book by Charles Kelley. Published by the Western Printing Company, Salt Lake City, Utah. It is a history of the Hastings cut-off. The illustrations are of great historical value. There are many interesting chapters: The Frémont Expedition, 1845; The Donner Party, 1846; The Beckwith Survey, 1854; Trailing the Pioneer; The Great Salt Desert; The Gold Rush of 1850; etc. The book is well written and of very great interest. It is a real contribution of permanent historical value. Price $3.

M. C. Taylor of the Madera Union High School and elementary schools is spending part of his vacation in Albuquerque. Under his efficient and economical management Mr. Taylor has built without tax increase a fine new addition to the Madera High School.

The graduating class exercises of the Madera High School, held Thursday evening, June 4, were a high type of hundreds of other graduating exercises throughout the State of California. There were twelve hundred people present to honor the ninety-one graduates. M. C. Taylor, the principal, gave an interesting address and acted as master of ceremonies. The representatives of the class who spoke were happy in the selection of subject and in oral expression. Harr Wagner delivered the annual address. The school, under the leadership of Elizabeth Stoddard, issues a most excellent school journal. Elizabeth Stoddard as a teacher of journalism, American literature and business English, shows a sympathetic and practical understanding of her work.

Gardiner W. Spring of Santa Rosa High School has been elected Superintendent of the Ontario Union High School and Elementary District. Mr. Spring takes the place of Merton E. Hill, who becomes a member of the faculty of the University of California.

H. C. Hall, District Superintendent of San Bruno, San Mateo County, has been elected a member of the County Board of Education. Mr. Hall is a native of the county and is a very practical and forward-looking educator.

SOME NOTABLE CHANGES

David M. Durst, formerly principal of the Analy Union High School, Sebastopol, has been elected Superintendent of Petaluma and principal of the high school.

Otis E. Wilson, vice principal of the Emeryville Junior–Senior High School, has been elected principal of the high school at Yreka.

G. A. Spiess of the Livermore Union High School has been elected principal of the Maxwell High School.

Arthur Isensee of Escalon has been elected to the principalship of the high school at Livermore.

A. J. Rathbone, principal of the high school at Galt, has been elected head of the Centerville High School.

Lloyd K. Wood of College City has been elected principal of the Galt High School.

H. R. Spiess of Yreka has been elected principal of the Grass Valley High School.

R. Case has been elected District Superintendent of Salinas to succeed Arthur Walters.

J. F. Bisig, principal of the Hughson Union High School, Stanislaus, has been elected principal of the Danville school.

Norman J. Laughlin, vice principal of Yuba City, becomes the principal of the Live Oak School.

Edwin Mitchell of East Nicolaus, Sutter County, becomes the principal of the Weaverville High School.

4-H CLUB WORK—YOLO COUNTY

4-H clubwork in the rural districts is filling a need of the boys and girls in these districts by supplementing academic training with further vocational training in agriculture and further training in leadership and character.

A 4-H club program is four-fold in nature as is indicated by the four-leaf clover which is the emblem of the nation-wide organization. A rounded 4-H club program with rural boys and girls embodies: (1) *Head*—Agricultural training in the raising of crops or live stock for the boys and the making of clothing and the following of pursuits of value for the girls of the county. (2) *Hand*—Community service is another feature of a 4-H club. (3) *Heart*—Recreational training work such as a tour of visitation to club members' projects, games at meetings, hikes, and other means of teaching the youth to be cheerful. (4) *Health*—Thought and training in the proper nourishment of the club member and proper living are stressed as being of as great an importance to the growing boys and girls as is the proper growing of some crop or animal which they care for under their agricultural work.

In Yolo County there are ten 4-H clubs functioning in nine farm bureau centers which include Capay Valley Farm Center, Elkhorn Farm Center, Madison Farm Center, Dunnigan–Zamora Farm Center, Plainfield Farm Center, Willow Oak Park Farm Center, Spring Lake Farm Center, Yolo Farm Center, and Winters Farm Center. The total enrollment is 270 boys and girls, a large proportion of whom are of grammar-school age. The high type of rural school teachers has been valuable assistance in carrying on 4-H club work in the communities in which they reside. Likewise their helpful suggestions at the monthly 4-H club meetings have meant much to the boys and girls.

The correlation of the 4-H club work in the county with the rural school system has made this supplementary work in training these young agriculturists of the nation of particular value.

National 4-H Club Pledge

I pledge
My Head to clearer thinking;
My Heart to greater loyalty;
My Hands to larger service; and
My Health to better living for
My club, my community, and my country.

A Dog's Life, The Trail of Little Yellow "Runt," by Jo Anderson, published by Pound Publishing Company, Box 683, Chattanooga, Tenn. Price $1. "A Dog's Life" is a very interesting biography of a canine puppy called Runt. He is the ordinary mutt of a dog that everyone knows some time in one's life. In all probability, when you read this book, you will forget that it is Joe Anderson's Runt you are reading about and you will see portrayed the life story of your own little cur. Although our beloved canine Runt of this story is "all wet" he is some dog. The clever wit in which the book is written gives you a laugh for many a day. Not recommended for the juvenile department.

MRS. CAROLINE W. EDWARDS

MRS. CAROLINE W. EDWARDS, supervisor of home economics education in the Territory of Hawaii, is a visitor in San Francisco from Honolulu and a guest at Hotel Sir Francis Drake.

In a personal interview she stated that 28,000 school children were served daily a delicious luncheon at 5 cents, consisting of an order of meat, one starchy dish, fresh vegetable, and bread and butter. Also, that practically a similar number were served a 1 cent breakfast, consisting of milk, cereal, sugar, and some fresh fruit. She further stated that during vacation time in the month of June, the malnutrition drops down anywhere from 15 per cent to 20 per cent, and in September goes up again to 35 per cent.

As an educational feature the luncheon is served to the children in a very attractive manner. The tables are attractively colored with fresh flowers on each table, the children are seated, grace is said before meals, and sometimes a song is rendered. After luncheon, they are released for play. Incidentally, the school children are taught to wash their hands before meals and are compelled to drink a certain amount of water. The greatest difficulty encountered is to teach them to use knives and forks, the majority being only familiar with the handling of chop sticks. In the lower classes the children are compelled to brush their teeth in school.

This excellent home economics education is under the control of the Federal Board and has accomplished the greatest human need in the Islands in regard to the upbuilding of the health of the school children, as well as of their parents. There has been a notable decrease in tuberculosis among the school children.

Mrs. Caroline Edwards has recently published a cook book which is being closely followed in the leper colony on the island of Molokai, the diet consisting mostly of fresh vegetables and fruits, with very little meat and starches.

AN INTERESTING CONFERENCE

THE ELEMENTARY PRINCIPALS have selected a beautiful spot at Shasta City for a conference July 6 to 11. Rudolph Lindquist has, with the assistance of others, prepared the following interesting program:

MONDAY, JULY 6. Meeting called to order.

The Purpose of the Conference—Rudolph Lindquist, president, Chico State Teachers College.

The Elementary Principal in Our Educational System—P. C. McChesney, president, Elementary Principals Association.

I. *Curriculum.* (1) A Plan of Organization for Curriculum Revision—E. Brollier, Sacramento. (2) Curriculum in Primary School, Pittsburg—Miss Kathryn Irwin, principal.

Evening. Discussion of Curriculum—Doctor John Louis Horn, Professor of Education, Mills College.

TUESDAY. II. *Programming the Elementary School.* (1) Sacramento Group Plan in Operation—J. R. Croad, Sacramento. (2) Problems Arising in Group Coöperative Programs—Miss Sue L. Fratis, Oakland. (3) Reducing Retardation Through Classification on a Chronological Age Basis—Clarence Crane, Webster School, Oakland.

Evening. Discussion—C. E. Rugh, professor of education, University of California.

WEDNESDAY. III. *Meeting the Needs of the Individual.* (1) Individual and Group Instruction in Sacramento — Ray Dean, Sacramento. (2) The School and the Gifted Child—Mrs. Tudbury, Berkeley. (3) What the School Can Do for the Maladjusted Child—Miss May C. Wade, Berkeley. (4) The Child as an Individual—E. C. Cain, Gridley.

Evening. (Speaker to be selected later.)

THURSDAY. IV. Supervision. (1) Supervision by Teaching Principal—Miss Clara Wassum, Turlock. (2) An Effective Program of Coöperative Supervision in an Elementary School — Miss Elizabeth Hauselt, San Francisco. (3) Democratic Supervision—A. E. Baker, Tompkin's School, Oakland.

Evening. Discussion of Supervision—Rudolph Lindquist, president, Chico State Teachers College.

FRIDAY. V. *New Teaching Procedures.* (1) An Activity Program in Operation—Miss Berrard, San Francisco. (2) Visual Aids in the Classroom —Miss Sarah L. Young, Oakland. (3) The School Journey—Miss Poore, Oakland. (4) Values in the Use of the School Library—Edmond O'Reilly, Sacramento.

Evening. Discussion of Children's Literature —Professor Hardin Craig, Stanford University. The Curriculum in the Middle Grades—Professor John Hockett, University of California.

DOCTOR RICHARD LEWINSOHN of Berlin, famed editor of the *Vossischen Zeitung,* is a visitor in San Francisco and a guest at Hotel Sir Francis Drake.

In a personal interview he stated he was particularly interested in making several trips to the Valley of the Moon country in Sonoma County, made famous by Jack London, the scene of his boyhood home in Oakland, and the old gold camps of the Mark Twain country.

In spite of the woes the great war brought to Germany, its people have found comfort in maintaining the operatic traditions of the country and in American and other foreign literature as well as their own.

"Books of Jack London of California are our most popular American literature, judging by the call for them at the many public libraries. Other books by American and British authors greatly sought at the libraries are those of Gertrude Atherton of San Francisco, Robert Louis Stevenson, and Mark Twain," he declared.

In commenting on the great vogue of German opera, he said ninety opera houses are being supported by grants of money from either the state governments or from the federal government.

The visitor is writing a series of articles on his trip through Mexico and the United States for the Ullstein Newspaper Syndicate. The latter includes ninety daily papers, six of them in Berlin, as well as twelve monthly magazines.

TIPOS Y PAISAJES, by Ricardo León, published by Ginn & Co. Price $1.20. This is the first classroom edition of any of the works of the great contemporary Spanish stylist and thinker, Ricardo León. He himself helped compile and arrange the extracts which compose this book. The excellent choice of the selections, which include character sketches, typically Spanish scenes, and some stirring and vivid bits of narrative, should be most valuable for students with an adequate grounding in Spanish. The notes and vocabulary in the back of the book are very helpful.

A GUIDE TO LITERATURE FOR CHILDREN, by Walter Taylor Field, published by Ginn & Co. Price $1.72. This book will be invaluable to teachers, parents, librarians—to all who are concerned with the education of children and who are interested in the enlargement and enrichment of their lives. The author states that the great problem is to create a taste for the good so strong and vital as to destroy the influence of the bad. In the back of the book is a very good list of publishers, but it does not include the Western publishers.

STANDARD TEXTBOOK AUTHOR

IT IS A MATTER of pride to the local teaching staff that one of our own science teachers—Mr. Walling Corwin, San Diego High School —is coauthor of the Corwin Science Series now gaining wide popularity throughout the state and country.

The newest addition to the series, "The Science of Human Living," has just issued from the press of Harr Wagner Publishing Company, San Francisco. This latest arrival is a veritable *multum in parvo* of useful information regarding the human body, its health and hygiene.

The book itself, in physical appearance and mechanical make-up, is a triumph of the bookmaker's art. Every teacher will want to see and have ready access to a copy.

Quoting from the preface: "'The Science of Human Living' has been written to meet the needs of a practical health book for use in the junior high schools. Personal and community hygiene are given foremost consideration.

"The projects of this text have been actually worked out in various classes over a period of years. The reactions of children have been observed and improvements have been made where possible."—*From Bulletin of Superintendent of Schools, San Diego, Cal., May 25, 1931.*

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   To benefit the children of California by:
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   e. unifying the educational forces of the state.
3. **How much are the dues?**
   $3.00 each calendar year.
4. **What use is made of funds collected?**
   The funds care for:
   a. legislative programs in interest of schools
   b. annual conventions for teachers
   c. headquarter maintenance
   d. publishing and distributing Sierra Educational News.
5. **What is its form of organization?**
   It is a representative service society in which the Council of Education, through various committees, studies school problems and suggests forward movements of all educational activities.
6. **What benefits may a member expect?**
   A member may expect:
   a. a high class, professional journal every school month
   b. the service of energetic, careful teacher placement bureaus
   c. advice and assistance when needed
   d. stimulation and satisfaction from membership in a large well organized group
   e. an opportunity to serve by participation in association activities
7. **What has the California Teachers Association accomplished?**
   The Association has elevated the standard of the profession by:
   a. securing increased financial support e. g. (Amendment No. 16, Wright Act, Rural supervision, Retirement)
   b. raising standards of certification
   c. securing legislation which has protected the interests of the members
   d. preventing adverse legislation
   e. creating and promoting a definite program for better school conditions.
8. **What may be expected in the future?**
   Future programs which will include:
   a. thoughtful study of all school needs
   b. definite legislative programs
   c. research studies to develop thought and action.
9. **How many members has the organization?**
   36,507 loyal California teachers, July 31, 1930.
10. **Why should I join the California Teachers Association?**
    Because of its accomplishments. I am employed in the largest single organization in the State of California (the state school system); therefore I should do my individual part to maintain its leadership.

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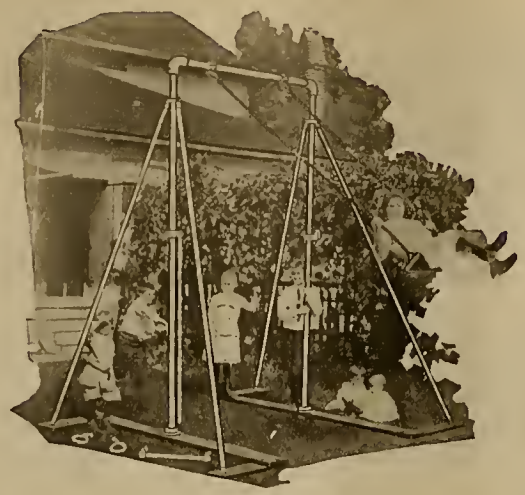

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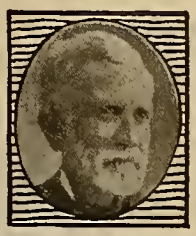

JULY, 1931

EDWARD HYATT

Just to remind you that once upon a time Edward Hyatt traveled about California teaching children the love of simple things. He was the State Superintendent of Public Instruction of California for twelve years. From a rural teacher in San Jacinto, he became the chief educational officer of the state. He is remembered not for the initiation of new laws and reorganization of departments, but for the greater and supreme achievement—the love of children and the teaching of the love of the outdoors.

This picture was taken of him one morning during the Superintendents' Convention, August 26, 1916, at Lake Tahoe. He had left the crowd for the companionship of the trees.

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VOL. XXXVII, No. 7 | SAN FRANCISCO, JULY, 1931 | PRICE 15 CENTS

SUPERVISORY PRACTICES IN CALIFORNIA

By HELEN HEFFERNAN,
Chief, Division of Rural Education, California State Department of Education.

CALIFORNIA HAS ACHIEVED a decade of growth in rural school supervision. In 1921, legislation was enacted which provided the funds for this educational service to schools having fewer than three hundred children in average daily attendance. Under this provision, cities received funds apportioned on the basis of *three* hundred attendance units, while rural areas received funds on the basis of *five* hundred attendance units. This obvious inequality was corrected by the action of the 1929 Legislature and the same basis of apportionment was established for the support of urban and rural supervision.

In 1930–31, 166 rural supervisors were employed. These supervisors afford guidance to the educational program of 30 per cent of California's elementary school children. Fifty-four of the fifty-eight counties in California were served. The four counties without supervision were sparsely settled and had teaching staffs of three, eight, sixteen, and twenty-two teachers, respectively. A plan of coöperative service between neighboring counties is now being developed which will result in a state-wide program of rural supervision to reach every teacher no matter how remote the school is situated.

In most counties, a general rural supervisor concerned with the entire elementary school program provides the first supervisory service available. Additional general supervisors and supervisors of one or more special subjects are added as local circumstances indicate need or as financial support for a more extensive program is provided.

The supervisory staff employed in the rural areas is distributed according to function, as follows:

TYPE OF SUPERVISION	NUMBER OF SUPERVISORS
General rural supervision	83
Attendance supervision	25
Attendance–Physical Education	5
Attendance–Health	2
Health	6
Physical Education	5
Health–Physical Education	2
Physical Education–Visual Education	1
Music	20
Art	5
Primary	5
Research	2
Immigrant Education	1
Penmanship	1
Curriculum	1
Manual Arts	1
Agriculture	1
Total	166

When supervision was first introduced in California, there were few trained supervisors available and none particularly acquainted with the specific problems involved in the supervision of small schools. In 1925, certification requirements were established for the supervisory credential. Persons wishing to qualify for this service must have completed four years of study following high school graduation and must have secured the bachelor's degree; they must have seventeen months of successful teaching experience and in addition must have completed fifteen semester units of work in courses designed to give preparation for the field of supervision.

The operation of these credential requirements has been to secure supervisors with increasingly better professional and general educational qualifications. For the most part, only persons of wide experience in teaching and professional training as supervisors are being employed. Superintendents are coming to appreciate the importance of securing as rural supervisors persons (1) well-trained as teachers and supervisors; (2) who can give evidence of continuous professional growth in service as indicated by summer school, extension, or other college work; (3) who have had wide experience throughout the elementary school and particularly in the primary grades; and (4) who possess those qualities of personal fitness, as physical energy, personality, tact, perseverance, and sympathy likely to qualify them for the responsibility of leading and directing teachers.

The outstanding characteristics of rural supervision in California at the present time are:

1. In every county there is a carefully prepared forward-looking supervisory program based on a survey of the actual needs of the specific situation.
2. All county programs for the improvement of instruction in rural areas are integrated in a state-wide program.

In the spring of each year, all rural supervisors submit a report indicating:

1. An evaluation of the extent to which the year's supervisory objectives have been realized.
2. The number of teachers' meetings held, topics covered, and types of programs.
3. The professional meetings attended by the supervisor.
4. The outstanding handicaps in the work.
5. The activities that have proved of most value in informing the public as to the function and value of the schools.
6. The use made of standard tests of intelligence and achievement.
7. The techniques of supervision employed.
8. Special adaptation made of curriculum to rural school needs.
9. An outline of the supervisory program for the next year.

Additional information is reported covering the specific objectives in the state-wide rural education program for the year. In the reports for the year 1930–31, supervisors have reported on the state objectives set up for them a year ago. For purposes of illustration these particular objectives have been stressed:

1. Closer articulation of the rural elementary and secondary schools.
2. Development of guidance programs in rural schools.
3. Introduction of the new activity curriculum for primary children published by the state under the title: "Teachers Guide to Child Development."

The careful record of supervisory activities, the evaluation of each year's work, and a projected program for the next year

serve to make supervision more definite and scientific. These supervisory reports are evaluated, individual conferences with supervisors are held concerning their programs, and a personal letter is written to each supervisor commending valuable accomplishment, suggesting techniques, giving the state objectives in supervision for the coming year, and indicating new material available for the use of supervisors.

The work of supervision is integrated through an annual meeting held for one week in the fall. This official conference provides an opportunity for conference and discussion. It permits dissemination of information resulting from research studies; acquaints the entire group with interesting procedures developed in certain counties; it provides for presentation of new materials such as courses of study which have been prepared. Quarterly one-day sectional supervisory conferences are held at convenient centers. At these meetings problems of interest to the particular group are studied. As a result of the work of these sectional groups a course of study in music for rural schools, a course of study in art for rural schools, a bulletin on the observance of "Public Schools Week" have been produced. A study of child accounting systems was undertaken in one section and a plan adapted to rural needs was evolved. Other studies too numerous for the limitations of this discussion but of similar interest were completed through cooperative study.

A few of the noteworthy results of rural supervision may be mentioned as indicative of the service being rendered. These were selected for brief review because of their especial significance in the improvement of rural education:

1. The extension and interpretation of activity education.
2. The beginning of programs of special education.
   a. For the physically handicapped.
   b. For the language handicapped.
3. The development of curriculum adapted to rural school needs.
4. The extension to rural children of better instruction in the appreciation subjects.
5. The provision for better articulation of rural elementary and secondary schools.

All supervisors have been engaged during the past year in interpreting the new course of study for primary grades: "The Teachers Guide to Child Development" to their teachers. These quotations from supervisors' reports are illustrative:

> We have used the Teachers Guide to Child Development as one topic in each of our group meetings. We have read the book as an authority upon activities; as a starting place to understand the present philosophy of education; and we have used it as a source book and guide in many of our activities. We have used it as a basis for many an individual conference. Teachers in the lower grades are so pleased to have their copy. Teachers of intermediate and upper grades regret the fact that there is not a similar "Guide" for them.—*Butte County.*

That all is not smooth sailing in promoting an activity curriculum would seem to be indicated in this supervisor's observations:

> As soon as the "Teachers Guide to Child Development" was received from the state office, we called a conference of kindergarten and primary teachers, reviewed the book, and supplied each teacher with a copy. We requested that each carry on at least one activity, that they write their plans, including objectives, outline of content, approaches, problems, outcomes, and the bibliography actually used. Later in the year another conference was held in which we evaluated the results of the teachers' efforts to apply the activity technique. Nearly all said they believed the children had acquired valuable habits and skills. The faith of some of these was weak in the beginning. A few still regard an activity as something added to the curriculum, rather than a *way* of using it.—*Ventura County.*

Supervisors of child welfare and general supervisors in rural areas have done much to meet the problems of children too handicapped either physically or mentally to profit by instruction in the public schools. In some of these cases a program of special education was indicated, in others hospitalization was necessary to remove or ameliorate the defect so the child could engage profitably in the school program.

One county supervisor reports:

> Three deaf-mute children were found in one of the camps of the seasonal workers in the walnuts. These children had never been to school and were considered imbeciles. Arrangements have been made to enter them in the California State School for the Deaf.
>
> Through the aid of the State Department of Education and the State Department of Social Welfare a boy with an amputated limb was restored to school attendance after having been fitted with an artificial leg.
>
> Hospitalization and corrective surgery have been secured for two little victims of infantile paralysis.—*Ventura County.*

The significance of this phase of supervisory service is apparent. In cities, such problems would be handled by properly organized health service agencies but in many of our rural districts there are no health or social service agencies. The rural supervisor is frequently the only person of sufficient training to know the procedure necessary to meet the problem. Many handicapped children escape notice in rural areas. These children grow to a useless, unhappy adulthood when they might be wholly or partially rehabilitated by treatment and an educational program adapted to their needs at the proper time.

In another county an excellently qualified supervisor of child welfare is carrying on a program of varied activities designed to meet the needs of the handicapped. Quoting from this report:

> An endeavor has been made to reach most of the schools with a clinic, either for first grade and preschool children or for children below par physically regardless of age or grade. Altogether twenty clinics have been held with a total of 870 children examined from sixty different schools.
>
> As a result of the regular monthly chest clinics at the county health center to which we took our rural children, the preventorium is filled to capacity and has a waiting list. This is not due to a change in the local conditions but communities have awakened to their needs and the possibilities for correction of defects.—*Tulare County.*

In regard to the handling of problems of special education, this supervisor reports the service rendered each group of handicapped as follows:

> CRIPPLED CHILDREN—No special Clinics for crippled children have been held this year but all new cases have been examined and either taken care of locally by a visiting orthopedic surgeon or sent away to an orthopedic hospital.
>
> SPEECH DEFECTIVES—Two teachers doing practice teaching toward their credentials in speech correction have been working with some thirty-five different children.
>
> BLIND–DEAF—Four of our pupils are now at the state school for blind. Fifteen partially sighted children are carrying on sight conservation work, using books with large type and specially prepared written work.
>
> MENTAL HYGIENE—Assistance has been given to the teachers with twenty-eight of their problem pupils by making personality studies and giving individual psychometric tests.

Supervision has directed attention to another group of handicapped children in the rural areas. In California over 200,000 children are foreign born or of foreign-born parentage. One in every six children enrolled in the elementary schools is a child from a home in which some language other than English is the medium of expression. This problem is largely concentrated in the southern counties. The seven southern counties contribute over 50 per cent of the total foreign pupil population.

Coöperative effort on the part of the supervisors in the southern section has resulted in the preparation of a course of study to guide teachers through that period of bewildering adjustment on the part of little foreign children to the new environment. The results of this effort is indicated by a supervisor in one of these counties:

> The "Tentative Course of Study for Non-English Speaking Beginners" has been much used and the results are commendable. The best prepared group of Mexican primary children we have had to promote gives evidence of the work done. Reading tests show they are equal to English speaking children of the same intelligence if they have had adequate teaching in the junior primary program. I am pleased with the results we have obtained with our non-English speaking beginners.—*San Bernardino County.*

The rural supervisor is not only confronted with all of the curricular problems of any supervisor any place but in addition the course of study for rural children must be adapted to

their experiences which are quite different from those of the city child. Moreover, the course of study must be organized to meet the problem of a group heterogeneous in age, grade, and ability.

A creditable effort to adapt curriculum to the needs of rural schools has been begun in the last year as a coöperative enterprise of teachers and supervisors of seventeen northern counties in which similar rural conditions prevail. These counties are sparsely settled, agricultural counties. There are many small one- and two-teacher schools. The character of the pupil population is similar throughout the area.

Each county group assumed responsibility for some phase of subject matter as health education, elementary science, social studies, reading and literature, or the language arts. Groups of teachers were organized and extension courses in curriculum making in the particular field were given under the direction of qualified instructors. The results of their study and actual classroom experimentation are now being edited and will constitute the course of study in this area when finally printed. All the groups insist that the printed courses be labeled "tentative" because they have come to appreciate the necessity for flexible adaptation of curriculum—they have come to realize that, in a world of constant change, no curriculum should ever become fixed or rigid.

One serious deficiency of the rural school is the frequent absence or meager amount of instruction afforded in the appreciation subjects. In a county which has experienced seven years of competent music supervision, the attitude toward music and the aims and ideals of the teachers have entirely changed. Teachers have gained confidence and power in the teaching of music, are exercising greater discrimination in their selection of music material, are expecting better work from children, are making more use of their musical ability, and are integrating music with other subjects in the school curriculum. The supervisor says:

This year seventeen Play Days were held in various parts of the county, in each of which a number of schools participated. At each, a musical program was given beginning with community singing and including chorus selections by all the children present. Operettas, rhythm band, and school orchestra performances, unison, two, three, and four-part songs, folk dances, and singing games were given by the individual schools. These programs have steadily improved from year to year both in quality of performance and type of material used.—*Sonoma County.*

An art supervisor in a valley county reports similar problems and accomplishment in the field of her special interest:

One of our greatest problems is to give a working background to the many teachers who come to us unequipped to teach art. The teachers in the county met Saturday mornings for three months to develop skill in crafts, to prepare materials, and to study means of integrating art instruction with the other school subjects. They have grown in a realization that themes occurring in different school subjects offer expression opportunity in all phases of drawing, design, and color work. Art expression in turn is an important factor in developing and shaping thought.—*Kern County.*

One of our state objectives has been the bringing about of a closer articulation between the elementary and high schools of rural areas. Three years ago one county superintendent in response to the question, "How do you attempt to 'bridge the gap' for the child between the elementary and the secondary school?" said: "We send him on with his eighth grade diploma and his teacher's blessing—nothing more."

It is interesting to note that this great rural county now reports a definite program of guidance and articulation between the units of school organization:

The results of the Stanford Achievement Tests have been sent to the different principals of the high and junior high schools. Personal conferences between elementary teachers and high school principals have been arranged to discuss the type of curriculum best suited to the individual needs of entering students.

High school districts have sent their representatives to the grammar schools to talk to graduating classes and to advise them concerning the curricular and extracurricular opportunities in high schools.—*San Bernardino County.*

A quotation from the letter of a rural supervisor to the high school principals of another county will serve to show how attempts at better articulation are being developed:

We will furnish data regarding our eighth grade graduates this year. This data should be valuable in classifying, adjusting pupils, and arranging courses to fit their varying abilities and needs.

To this end we have worked out a Homogeneous Grouping Plan which makes use of a number of factors including intelligence quotients, results of achievement tests, teachers' judgments, and chronological age. These are computed on a total weighed score basis, which we believe to be rather scientific in determining a workable classification index.

About May first we intend to furnish you a rating card for each pupil expected to enter your school next fall. This card will contain cumulative material devised to acquaint you better with the individual, his capacities, interests, and special traits.—*Tulare County.*

Within the space allotted to this presentation, the problem has been to select from a multitudinous variety of meritorious achievement those particular accomplishments which indicate how rural progress is being served through the agency of rural supervision. Effective service has developed public conviction of the value of supervision and has awakened community interest in the solution of many problems upon which economic, educational, and social progress in the open country depends.

The college was created as a teacher-training institution. No loftier purpose could any college possess. One philosopher has stated that what we want a nation to become, we must first put into the public schools. We might go further and say that we must first develop in the teachers the ideals which we want our future citizens to have. Fine citizenship ideals, a genuine spirit of democracy and clear-cut plans for internationalism may be suggested as some ideals to develop in our embryo teachers. The teachers' college, therefore, influences community life and national affairs in a most vital manner.—*From an address by President Arthur Gist, published in "School and Society" of May 23, 1931.*

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

From the N. E. A. in Los Angeles

THE SIXTY-NINTH annual meeting of the National Education Association of the United States took place in Los Angeles, Cal., June 27 to July 3, 1931.

Los Angeles, from its 442.75 square miles and population of 1,231,730, gave a warm welcome physically, educationally, and spiritually.

The sun that makes the sunkist fruits and sunkist beauties was evident in great abundance and violet-rayed the visitors from the East with special blessings.

The metropolitan newspapers gave the temperature as fair and warm while displaying headlines of hundreds dying of heat prostrations in the Eastern states.

Evidently Mother Nature, reading that the N. E. A. was reaching its three score and tenth birthday, felt she needed the distillation of special juices for acceleration of mentality. In any event there was plenty of consuming of orange juice and lemonade and a large number of trips to the beaches. Leave it to Los Angeles to make the most of any situation.

The N. E. A. gave twenty-one breakfasts, twenty-six luncheons, and nine dinners. The afternoon teas were not tabulated nor were midnight snacks in Hollywood or little Mexico.

Educationally, Doctor Willis A. Sutton, Superintendent of Schools of Atlanta, Ga., president of the N. E. A., had arranged a great program.

The platitudinous phraseology of regard to the power, authority, and responsibility of the teacher has been ever with us, but the N. E. A. does represent those who teach forty-five million children, five million of whom are in rural schools. Its 225,000 membership of teachers, principals, and school superintendents makes it the largest professional organization in the world.

The estimate was that twenty-two thousand persons attended the various sessions of the Los Angeles N. E. A. convention.

Doctor Willis A. Sutton had arranged the program along three main themes: (1) The world; (2) improvement of not only rural education but of rural life in general; and (3) integration of all educational activity.

The N. E. A. and its twenty-one allied organizations listened to some three hundred papers and addresses.

The first national conference on rural education was held under the joint auspices of the National Education Association, the United States Office of Education, and the National Congress of Parents and Teachers.

The delegates constituting the representative assembly of the N. E. A. held a series of business meetings in which they discussed routine business of the association, formulated the coming year's policies, and elected the officers for the ensuing year.

Miss Florence M. Hale, state director of rural education from Augusta, Maine, was unanimously elected to the presidency of the N. E. A. for the year 1931–1932. Her election was most popular. Miss Hale is one of the great women speakers of this or any generation, and her leadership will be constructive and far-reaching.

It may be noted that Maine sent the largest delegation of any of the Eastern states to Los Angeles in anticipation of the honor that was to be theirs for the coming year.

Frank A. Bouelle, Superintendent of the Los Angeles City Schools and general chairman of the Los Angeles committee, has eleven thousand teachers who were all committees of one to make the visitors' stay happy and pleasant. Plans for the entertainment of guests had been months in the making and were fully carried out. The wonderful reception by the Southern teachers last year at Atlanta, Ga., was a hard goal to surpass. Warren C. Conrad, Assistant Superintendent of Los Angeles City Schools, was the chairman of the Los Angeles N. E. A. convention executive and finance committee.

On four afternoons after sessions, state delegations were guests of various Los Angeles schools for trips and barbecues and dinners in various parts of the city.

Vierling Kersey, State Superintendent of Public Instruction of California; Joseph Marr Gwinn, Superintendent of Schools of San Francisco and president of the California Teachers Association; A. R. Clifton, Superintendent of Los Angeles County Schools; Roy Cloud, executive secretary of California Teachers Association; Willard E. Givens, Superintendent of Oakland Schools; Doctor R. B. von KleinSmid, president of the University of Southern California, were a few of the many Californians prominent in greeting the N. E. A. convention.

The outstanding event of the sixty-ninth N. E. A. convention was the presentation of John Steven McGroarty's "Mission Play" in the Hollywood Bowl on the evening of July 1. This "Mission Play" was the contribution of the Los Angeles teaching groups as a whole to the entertainment of some fourteen thousand N. E. A. guests and four thousand paid admissions. Mrs. Mary Belle Murray, head of the department of history of the Los Angeles city schools, was general chairman in charge of this program.

The beauty of the play in its Hollywood setting, the augmented cast, the dances, the songs, the Indian warriors riding down through the audience to the stage, the tenseness of the play, its message, the rising of the full moon in the background, the parade of the Arabian horses of Mareo Hellman, with both Mr. Hellman and his daughter, Miss Marcoreta Hellman, riding, the rush of Hollywood traffic on its five new boulevards, the lights, the tramping of thousands of feet, the light on nineteen thousand faces—an unforgettable memory and the gem of the 1931 Los Angeles N. E. A.

The Shrine Civic Auditorium was the convention headquarters and the site of the commercial and educational exhibits. The building was one of the best ever reserved for exhibition purposes. Harold A. Allan, director of the business division of the N. E. A., and his secretary, Miss Ethel Saunders, had the routine scheduled like clockwork. There were 110 different exhibits, twenty of these being displays of textbook companies. The first floor was given to the commercial exhibits, and the balcony was filled with various educational exhibits from Los Angeles and other schools.

The Harr Wagner Publishing Company of San Francisco had a large display in two booths. Books of the Harr Wagner Publishing Company, P. Blakiston's Son & Co., Philadelphia, Hall & McCreary of Chicago, Mentzer, Bush Company of Chicago, and Wheeler Publishing Company of Chicago were featured. Harr Wagner Publishing Company is Western agent for all of these companies. An interesting novelty at the Harr Wagner exhibit was the display of Torrey Pines from the nursery of Theodore Payne of Los Angeles, grower of western wild flowers and trees. This formed a background for the new Harr Wagner publication, "Tumba of Torrey Pines," by W. M. Culp.

Book companies exhibiting and bookmen present included the following: American Book Company—Harry L. Kaiser, T. A. Dempsey; Bobbs-Merrill Company—John Whitsell; Milton Bradley Company—H. H. Hall; Doubleday, Doran & Co.—E. L. Shirrell; Educational Publishing Company—E. Smith; Ginn & Co.—Seldon Smith, Harry A. Linscott, E. F. Burrill; Harter Publishing Company; Houghton Mifflin Co.—A. K. Allen, R. H. Loomis; Iroquois Publishing Company—H. E. Black; Lyons & Carnahan—E. C. Dudley; Macmillan Company—F. E. Kobler, C. E. Cave, Walter M. Mason; Owen Publishing Company—Mr. Allen; Oxford University Press; A. N. Palmer Company; Rand McNally & Co.—George F. Barnes, Ralph T. Works, John L. Neff, Charles W. Beers; Silver, Burdett & Co.—Fred T. Moore, C. R. Colvin, John S. Osborn; South Western Publishing Company—P. E. Curry; Stanford University Press; Harr Wagner Publishing Company—Harr Wagner, Miss Morris Wagner, W. M. Culp.

Miss Miriam D. Eisner, teacher, Sanchez School, San Francisco, president, department of classroom teachers, as head rep-

resentative of 170,000 teachers, played a great part in the N. E. A. convention.

Mrs. Viola S. Kelley, Noe Valley Junior High School, San Francisco, in the session on the relation of education to business, gave an address on the "Matter of Foundations."

A. L. Threlkeld, Superintendent of Schools of Denver, gave an outstanding address on the question of taxation relative to the support of public education. He argued for a more equable adjustment of the tax burden and considered the cutting of school budgets false economy.

The California breakfast, given at the Ambassador Hotel under the direction of Willard E. Givens and the California Teachers Association, had an attendance of 1740 persons. This is the largest attendance at any breakfast ever given at a National Education Association convention, and the number was limited by the space available. A number of notable personages were at the guest table. Among the speakers, Edwin C. Broome, Superintendent of Schools of Philadelphia, was one of the most enjoyable. Doctor Willis A. Sutton gave a short, powerful exposition of the teacher's duty to the state. Vierling Kersey, Superintendent of Public Instruction of California, greeted the visitors for the State Board of Education and the State of California with apt words.

At the third business session of the representative assembly, Curtis E. Warren, Superintendent of Schools of Marysville, Cal., gave the report of the committee on necrology.

At the first session of the state program on adult education, the speakers included E. W. Tiegs, dean, University College, University of Southern California; Ralph W. Detter, principal, Polytechnic High School, Los Angeles; and Vierling Kersey, State Superintendent of Public Instruction of California.

William John Cooper, United States Commissioner of Education, Washington, D. C., was heard on several programs with much attention.

The meeting of the discussion group on rural education under the direction of Frances E. Harden, middle section, regional director of the department, Chicago, Ill., was headed up by Miss Helen Heffernan, chief of division of rural education, State Department of Education of California, and included four speeches from teachers of California state demonstration schools. The program was as follows:

Presiding, Frances E. Harden, middle section regional director of the department, Chicago, Ill.

"Adaptation of Progressive Practices in Rural Schools," Helen Heffernan, chief, division of rural education, State Department of Education, Sacramento, Cal.

"The Provision of a Suitable Environment," Mrs. Leify V. Upholt, teacher, Orange Glen School, San Diego County, Escondido, Cal.

"An Activity Program in a One-Teacher School," Mrs. Genelle Stam, teacher, Spring Garden School, Placer County, McKeon, Cal.

"Creative and Expressive Activities," Mrs. Erma B. Reese, teacher, Woods School, San Joaquin County, Acampo, Cal.

"Scientific Curriculum as a Basis for a Progressive Program," Mrs. Lillian S. Jones, principal, Palos Verdes Estates School, Los Angeles County, Palos Verdes, Cal.

Aymer J. Hamilton, professor of education, Claremont Colleges, just elected president of the Chico State Teachers College, Chico, Cal., spoke at a session of the department of elementary principals on "The Integration of All Education."

"Work With the Hard-of-Hearing in the San Francisco Schools" was the subject of Mrs. Mary M. Fitzgerald, Deputy Superintendent of Schools, San Francisco, at a meeting of the department of lip reading.

"Preservice Training for the Rural Teacher" was the subject of a talk by Harvey L. Eby, professor of rural education, University of California at Los Angeles, at a session on the improvement of rural education through the improvement of the teacher.

At another session of the same group, Lida C. McCoid, supervisor of primary education of the Los Angeles County schools, spoke on "Teaching Through Activities;" Miss Arta Bradt, rural school supervisor of Placer County schools, Auburn, Cal., had the subject "Teaching Social Studies Through Activities; and Miss Ada York, County Superintendent of Schools, San Diego, Cal., surveyed the topic of "Activity Education in Rural Schools."

Miss Ada York, Superintendent of San Diego County Schools, was the only woman County Superintendent in the United States scheduled for an address at the N. E. A. convention, and James F. Chapman, County Superintendent of Education, Indiana, Pa., was the only man so scheduled.

The department of science first and second sessions had some twelve western speakers. The programs were as follows:

President, Ralph K. Watkins, associate professor of education, University of Missouri, Columbia, Mo.

Secretary, Charles Lincoln Edwards, supervisor of nature study, Public Schools, Los Angeles, Cal.

First Session

Presiding, Bennet Mills Allen, professor of zoölogy, University of California at Los Angeles, Cal.

"Science Requirements for Graduation From High School," M. E. Herriott, division of curriculum research, Public Schools, Los Angeles, Cal.

"Objective Tests in Science Teaching," G. M. Ruch, professor of education, University of California, Berkeley, Cal.

"The Sequence of Sciences and Methods of Teaching Sciences in the Junior and Senior High Schools," George W. Hunter, professor of biology, Pomona College, Claremont, Cal.

"Biology Teaching and Visual Aids," Winifred Perry, teacher of science, Roosevelt Junior High School, San Diego, Cal.

"Problems Involved in the Building of an Integrated Science Program for Junior and Senior High Schools," E. E. Bayles, assistant professor of education, director of science teaching in Mount Oread Training School, University of Kansas, Lawrence, Kan.

Report of the secretary.

Election of officers.

Second Session

Symposium on Various Phases of Nature Study.

Presiding, Frank Jason Smiley, professor of botany and geology, Occidental College, Los Angeles, Cal.

"Nature Study, a Fundamental in Education," Loye H. Miller, professor of biology, University of California, Los Angeles, Cal.

"The Teaching of Nature Study in Teachers' Colleges," Karl Hazeltine, professor of nature study, San Jose State Teachers College, San Jose, Cal.

"Illustrated Nature Study Bulletins," Gayle Pickwell, editor, *Western Nature Study,* San Jose State Teachers College, San Jose, Cal.

"Esthetics of Nature Study," Carroll De Wilton Scott, nature study supervisor, public schools, San Diego, Cal.

"Unification of Nature Study With Other Subjects," Lea Reid, instructor in nature study, San Francisco State Teachers College, San Francisco, Cal.

"Nature Study in the High Sierras," A. E. Culbertson, professor of agriculture and nature study, Fresno State Teachers College, Fresno, Cal.

Some interesting newspaper headlines during the N. E. A. week in Los Angeles included the following:

Teachers urged to keep slump out of education. Editor scores despotic radio commentary on remarks of Jay Elmer Morgan, editor, *Journal of National Education.*

Spinach teachers' topic "Value of Food Despised of Children" lauded in home economics session.

Educators' chief exhorts organization against depression in teaching spirit.

Nation creating peasant class, teachers warned by Governor George H. Dern of Utah. Pleads for equality of education at national rural conference.

Doctor Strayer stresses education as "Democracy's Foundation" in keynote address.

Learning held revolt barrier.

Definite relation between business and education stressed by night session speakers.

Atlantic City awarded next year's N. E. A. meeting.

ASLEEP

One who knows, laughs up his sleeve when a young person tells him that he never gets more than six or seven hours sleep in the twenty-four. The truth is that such a one is half asleep much of the time he thinks he is awake.—*From a booklet issued by the Health Officer of Purdue University.*

The object of education is not to teach the tricks of earning a living, but to learn how to enjoy living.—*Wallace Buttrick.*

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

THE MOST HOPEFUL SIGN that the dark clouds of depression are lifting is the sign we saw in the beautiful and fruitful Salinas Valley reading—"Help Wanted."

THE WORD MORATORIUM is from the Latin word *moratorius,* meaning delay. It was not in the dictionary fifty years ago. President Hoover has made it as familiar to all nations as the word "whoopee."

THE BEAUTIFUL and restful out-of-doors has attracted more teachers than usual, and the summer schools have attracted less.

THERE IS to be a survey of the secondary schools of California. The literal meaning of to survey is to fix boundaries and place permanent monuments at the important corners. Twenty-five thousand dollars has been appropriated for this purpose. We should like to fix a few of the permanent monuments for the guidance of future educators.

THE FINANCIAL DEPRESSION has not affected the great gifts to university education. The total according to the New York *Telegram* approaches seventy-five million for the year ending June 30. Columbia received $2,500,000 in two large gifts. New York University received about $3,500,000. The president of the latter university, Elmer Ellsworth Brown, who organized the department of education at Berkeley, was in demand at all institutes in California in the years 1890 to 1898.

RUDOLPH LINDQUIST, who resigned the presidency of the Chico State Teachers College to be president of an experimental school in connection with the Ohio State University, will be given an opportunity to do a tremendous work for education. We have been preaching the need of scientific experimental schools for forty years, and we believe that President Lindquist, with adequate budget, the right to select his own faculty and to take the initiative on all matters pertaining to his experimental school, will give us a new theory based on results from actual experiments that will be really worth while. The regular classroom of a public school is no place to experiment on and exploit the child. The taxpayers furnish the money for the public schools so that the pupils may gain a working knowledge of the essentials. After experiments have been tested and proved, then it is time enough to introduce them into the public schools.

WE HEAR NO MORE of "tainted money." The large and generous endowments of the rich to the various institutions and welfare organizations has taken the taint out of money, but it has not removed the maladjustments of our industrial system and the possibility of fortunes being made out of light, air, soil, and water—the common wealth that is the common property of mankind. It is unfortunate that the facts now at hand prove that leisure brings about degeneracy. With twenty million unemployed, leisure should be some sort of asset in happiness at least. The problem of food, clothing, and housing is so simple that it seems a staggering challenge to humanity that the fear of the simple needs of life should disturb our social conditions. Will not the educators work out a plan not based on a moratorium or delay, but based on the needs of the ever-present now?

FLETCHER HARPER SWIFT of the school of education, University of California, Berkeley, reviews "A History of Women's Education in the United States," by Thomas Woody, in the July 4 issue of *School and Society.*

HIGH SPOTS OF THE N. E. A.

THERE WERE SEVENTEEN THOUSAND teachers registered and twenty-two thousand in attendance. There were 1740 at the California breakfast, and more than one thousand at the classroom teachers' dinner.

DOCTOR WILLIS A. SUTTON of Atlanta, Ga., with his delightful Southern accent and sane and progressive educational creed, is always popular. At times, such as at the California breakfast, there was a dramatic thrill as he made a plea for teachers to recognize fully their responsibility to the child.

CARROLL G. PEARSE, formerly president of the Milwaukee State Normal School, editor and now one of the staff of managers of Compton's "Pictured Encyclopedia," was one of the most interesting personalities at the convention. There were several of us who remember vividly the time when San Francisco teachers selected him as their leader in 1911 to bring about reforms in the management of the N. E. A. It was at the 1911 meeting that the present secretary, Mr. Crabtree, was given definite recognition.

FLORENCE HALE, the new president, is rural supervisor in the State of Maine, editor of the *Grade Teacher,* and institute lecturer. She is a brilliant talker, sparkles when she speaks, and tells a good story with plenty of punch. She will shine as a particularly bright star as president of the N. E. A. in July, 1932.

DOCTOR C. N. THOMAS, international lecturer on Mexico, prepared a very interesting Pan-American Conference. His own speech on the progress of the Mexican people in industrial and educational activity was one of the best of the convention.

FRANK BOHN of Stamford, Conn., spoke eloquently of the relationship of the United States to other countries, especially Mexico.

"LOS ANGELES COUNTY, CALIFORNIA, TODAY," issued by the Chamber of Commerce under direction of Bruce Findlay, was a complete and attractive bulletin. The Los Angeles *School Journal* also deserves great credit for its issue for the N. E. A. The content was especially attractive. Every page of the magazine showed careful editing, and it required an unusual amount of careful editorial work to present such an excellent booklet to the members of the N. E. A.

SUPERINTENDENT EDWIN C. BROOME in his talk on commercial education placed special emphasis on the fact that commercial companies, like moving-picture promoters, radio agents, and visualized educators, when linked up with tooth paste, special foods, and a thousand and one desires to put advertising across in the school, are objectionable. We have always believed that publicity is a great asset to any book, plan, or scheme that has merit. It is wrong, however, to use the public schools for exploi-

tation purposes. Educational merit should be the first consideration, and business for profit should be promoted through regular channels. Activity programs are too much dependent on business schemes and not enough on textbooks.

Roy Cloud, Vaughn McCaughy, Miss Ball, Mr. Spangler, and Mr. Thurston were very efficient greeters for California in all places and at all times during the meeting.

Joseph Marr Gwinn, Superintendent of Schools of San Francisco, made the best after-dinner speech of the convention at the classroom teachers' banquet, Biltmore Hotel. He really struck the high spots with his humorous comparisons of the fixed stars with the movie stars.

The conference of American Library Association and National Education Association on Wednesday, July 1, was an interesting event. Jasmine Brittan, city school librarian of Los Angeles, was the chairman. Druzilla Mackay, Althea Warren, and Professor Benjamin H. Lehman of the University of California were the speakers. Professor Lehman in his appeal to have books associated with real life was impressive. He put across a great and definite thought about books.

The exhibits, the "Mission Play," the receptions to the officers, the California breakfast, the classroom teachers' dinner, the life members' dinner—these were a few of the high spots in connection with the convention.

The N. E. A. Convention in San Francisco in 1888, at Los Angeles in 1899, in San Francisco in 1915, in Oakland in 1923, did not compare in number or in well-organized programs with 1931.

The most interesting personality at the National Education Association meeting in Los Angeles was William McAndrew, formerly City Superintendent of Chicago Schools, and for many years connected with the New York city schools. He is now editor of the educational review section of the brilliant weekly called *School and Society*. If you belong to the social set who use their brains rather than the five physical senses, you will enjoy this delightful extract from McAndrew entitled "On Reviewing Books and Getting Teachers to Study":

Chester Lane of Ypsilanti, afterward of Fort Wayne, was especially fond of a little piece of Edward Gibbon's autobiography:

"It was on that day, or rather night, of the twenty-seventh of June, 1787, between the hours of eleven and twelve, that I wrote the last line of the last page of the 'Decline and Fall of the Roman Empire.' It was in a summer house in my garden at Lausanne on the shore of Lake Geneva. After laying down my pen I took several turns in a covered walk of acacias which commands a prospect of the country, the lake, and the mountains. The air was temperate, the sky was serene, the silver orb of the moon was reflected from the waters, and all nature was silent. I will not dissemble the first emotions of joy on recovery of my freedom and perhaps the establishment of my fame. But my pride was soon humbled and a sober melancholy was spread over my mind by the idea that I had taken an everlasting leave of an old and agreeable companion, and that whatsoever might be the future fate of my history the life of the historian must be short and precarious."

Tonight, exactly 144 years later, in a little old house on the edge of Setauket Bay, I finish reading a 1037th book on education. My night is also serene. Bright old friends spangle the sky. They are as brilliant as over Lake Geneva in 1787. The Long Island Lighting Company's brighter constellation twinkles through the branches of silent locust trees and makes visible the white houses of hospitable neighbors.

Gibbon was only fifty. I can see seventy without a telescope. He had finished the obituary of a dead giant. My 1037 volumes portray the rise and progress of a universal force, changing, growing, perfecting itself. The education toward which the most of these books are moving is something to stir the blood and to make one wish to live longer and to help more. A correspondent writes that our reviews praise too much. The publishers of his book never sent me a copy or he would be in the chorus of authors who affirm that the appraisals of *School and Society* are very proper stuff. When Walter Page was my boss he said a book review ought to be a refreshment counter. When a schoolmaster goes the round of classes he soon learns that he improves production if he gets the habit of looking for something to praise. I take my cue from the travel-club lecturers who waste no time running down poor places.

There is no decline or fall in the professional literature of teaching. All of us are decidedly better read than when the same Mr. Page, thirty years ago, advised us to emulate the average physician. We are handicapped by lack of the compelling competition which keeps other professions alert. We instinctively resent compulsion. But the reading-circle requirements here and there, the rewards provided in many a salary schedule, the persuasive recommendations of principals and superintendents are, according to our sharpest critics—Rugg, Snedden, Prosser—moving us ahead. Eliot, in 1900, considered us in practice fifty years behind uncontradicted theory. Charters, in 1930, thought this gap reduced to ten years.

In England, Sir Michael Sadler says the British school people's avoidance of professional study is appalling. With us the persuasive Withers continues to spread the conviction to school managers that no teacher shall be allowed to stop studying and growing. Progress means change. Resistance to it is still too common a feature of the public school.

Ella Young used to say to the Chicagoans: "It is not enough to have progressive teachers and principals scattered here and there in goodly numbers throughout the system. The poorest and laziest must equip himself with the best knowledge and skill."

Lotus Coffman suggests that if you do not encourage change, outside pressure will put some one in your place who will do it. Thomas Briggs startled the New Englanders by suggesting that the state's attorney might indict the schoolmaster for wasting public money by poor teaching. I heard a speaker at a Michigan parent–teacher association ask it to petition the school board to reëxamine every five years the superintendent and all the teachers to see whether they are up to standard in the science of their profession.

This will come, no doubt. Locomotive engineers, army and navy persons, airmen get it. Some persuasive or indignant enthusiast will slip a law through the legislature requiring each of us to show satisfactory absorption of the contents of ten books a year. In 1930, I found 248 volumes no hardship. If I had been driven to study them by a law or a superintendent no doubt I would have found it a burden. But if on some salary schedule I could have been paid ten dollars for every written abstract you cannot imagine the joy it would have given my Scottish heart. Necessity and gain do keep the physician at his reading. Money used for a similar purpose in school systems is well spent, isn't it?

James Greenwood, famed school superintendent of Kansas City, used to ask teachers, "What are you reading?" When I tried that form of questioning it used to seem to me that many teachers took it as a sort of rebuke. How can I get the teacher thus interrogated out of the inferior place of being quizzed to find out his sins of omission?

Try this in the course of your conversation: "By the way, you know I have to keep up to date in all your subjects. What do think is the best book for me to study on the methods of modern arithmetic?"

Watch your questioned friend flounder. Keep still. Don't apologize. Mitigate, correct, or express surprise. Use that gentle, humble request for help every time you talk with a teacher or a principal. In all well-regulated school systems the tip will fly by wireless to all concerned and pretty soon you'll get an answer:

"I think you'll find Rowantree and Taylor pretty good."

"I'm glad to know that. What do they say about forming the habit of reliability in the fundamentals?"

In deep water again. But no one is criticized, reprimanded, or hurt, except as he embarrasses himself.

The efficiency of this method of promoting professional reading is rated by a high-school friend of mine, principal of ninety-two teachers, so high that he promises strychnine in my coffee if I tell his name. The golden triumph of his scheme is that, coming into a school with a teaching corps mostly of unburied dead, he found himself invited at the beginning of his second semester to a weekly meeting of his teachers at which he heard the new professional books discussed.

The notion that pedagogy is pretty dry stuff fades out if you can start the neglectful person on the best book of a human and unirritating writer.

INCREASE IN LEISURE TIME

The increased leisure time made possible largely by the development of labor saving machinery has placed new demands on education. In general, leisure time is made use of in one of two ways: either it is employed in a type of entertainment in which the individual is in a receptive or passive state and in which the aim is mere enjoyment, or it is utilized in purposeful recreational activities that contribute to worthwhile individual growth and development and lead to a higher cultural level of society.—*Vierling Kersey.*

LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

Librarians Visit Tuolumne County

By MISS STELLA HUNTINGTON,
Formerly Librarian of the Santa Clara County Free Library

"I reside at Table Mountain and my name is Truthful James."

"TRUTHFUL JAMES" and the "heathen Chinee" were household characters in our family when I was young, but the "Bret Harte country" was one part of California I had never visited. So when I was asked last fall to substitute for a few months in the Tuolumne County Free Library, the lure of the Bret Harte country triumphed and I came to Sonora in October.

Even the names up here are fascinating. Chinese Camp, Big Oak Flat, Poverty Hill, Rawhide, Table Mountain, Confidence, and all the rest seem to breathe the spirit of '49 over the whole county.

We have fourteen county library branches and twenty-six schools to serve, and thanks to the help of Mrs. Tener, our rural supervisor, I have visited them all and really feel that I have gone over all the mountain roads in Tuolumne County. My cup of joy was full one day when Mrs. Tener even drove me over the "Old Priest Grade," a road that horses—a team of horses—made in about an hour and ten minutes in the old days, and we did it in twelve minutes in our trusty automobile. Such a view! But the whole of Tuolumne County is full of breath-taking views.

The library branches are small. The one in the public library in Sonora is the largest. They are doing good work and circulating from sixty to a thousand books a month. In the main library in the courthouse we have a very good, small reference library and are able to answer most of the questions asked us by the whole county.

At the Del Monte meeting of the California Library Association in April, many of the librarians said they would like to go to Tuolumne County to see for themselves the historic places of the days of '49. Miss McCardle, librarian, Fresno County Library, made the happy suggestion that instead of just letting the librarians drift in all summer we set a day and asked them all to come at once. Saturday, May 16, was selected as the date. We asked the librarians from Sacramento on the north to Fresno on the south to come, stay all night at the Sonora Inn, and see all that we could show them of Tuolumne County on Saturday afternoon and Sunday.

Only about fifteen library people were able to come (there were so many other things going on), but those who came seemed to enjoy it, and I know we did. We visited Miss Shaw, librarian of the Sonora Public Library, and the headquarters of the Tuolumne County Library on Saturday afternoon. Then Mr. Burgson and Mr. Burden very kindly opened the bank and showed us not only their own beautiful collection of gold ore, but the collections of Sherman Wetmore and the late Doctor Henry Menendez. The latter is valued at $10,000 and shows specimens in quartz, in nuggets, and in ribbons. We did not know that gold came from the ground in such varied and beautiful forms.

On Sunday morning we met in front of the Sonora Inn. The president of the Chamber of Commerce had suggested that we could have a state traffic officer to lead the party. A telephone message to Sacramento brought the necessary permission and we were most fortunate in having our own Officer Held to head the procession of seven cars. As he knows every foot of the country, it made it much easier for all the drivers.

We also had with us as guide, philosopher, and friend, G. P. Morgan. Mr. Morgan was born in Columbia and has been Superintendent of Schools in this county for more than forty years. We went first to the marble quarry, two miles and a half from Columbia. It has been worked since the '50's, and the marble used in the Palace Hotel in San Francisco in early days came from this quarry. We passed the quarry and drove out on the point as far as we could, then walked the rest of the way till we stood on the tip of the point and looked down, hundreds of feet below, where the North and the South Forks of the Stanislaus River come together. Glorious view! Here also we saw the pink "beefsteak marble" that is so lovely but is no longer possible to quarry.

St. Ann's Church, built in the early '50's and still used for services, was our next objective. The air was fragrant with the great clumps of sweetbrier as we drove up the hill to this historic building. At Mr. Morgan's request the caretaker rang for us the sweet-toned old bell. Near the church there is an interesting old cemetery.

We saw the Columbia Museum in the old Wells Fargo Building. It is full of interesting old relics, among which are the scales on which $50,000,000 in gold had been weighed. Next came the old fire engine, the first in California. We were told it was ordered by San Francisco, but when it arrived, after its long journey "around the Horn," San Francisco could not pay for it so Columbia took it! In those days Columbia had about 35,000 people and lost by only two votes the honor of becoming the capital of California.

We drove over the "Pageant Grounds," half a mile from Columbia, and watched for a few minutes the rehearsal of "The Golden Trail," the opera which was given so successfully the following week.

Next we drove through Springfield, the ruins of another early-day town which took its name from a remarkable spring which breaks out of the rocks there. The present school building, almost the only building left, was an old church of the '50's.

Then our caravan went on to Jackass Hill and the cabin of Mark Twain where he lived with the Gillis brothers. We were informed it was while living on this hill that Mark Twain gathered the material for the "Jumping Frog" story. The present cabin is but a replica of the original one built in 1850 by Dick Stoker, the Dick Baker of "Roughing It." Dick Stoker is buried in the Masonic cemetery in Sonora, and on his monument is carved Mark Twain's tribute to this friend: "His heart was finer metal than any gold his shovel brought to light."

Our next stop was at Tuttletown, which was an important place in early days because of the rich mines all around it. Almost nothing is left there now but the William Swerer stone store, built in 1852, where Bret Harte clerked and Mark Twain "traded" when he lived on Jackass Hill.

Mountain Brow was the scene of much placer mining in early days, and here Black Bart hid behind a large rock at a curve in the

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road to wait for the stages and their treasure boxes. A pleasant little resort is there now. Mrs. Howe served a picnic lunch for us under the trees and showed us some of her treasures, among them a beautiful piece of quartz with "gold just sticking out all over it" that she picked up in her own road as she was walking to the gate one morning after a rain. She was offered $250 for that rock, which is about as big as your fist. So you see, gold is still to be found in Tuolumne County!

For lack of time we could not go to Groveland, Big Oak Flat, Priest's Station, Moccasin Creek Power House and Dam, Chinese Camp, Poker Flat, "Jimtown," and many more points of interest.

Numerous friends have come up to see if I were really telling the truth about Tuolumne County and all have gone away nearly as enthusiastic as I. One of the latest and most interested really climbed Table Mountain with me. This was a trip I had long wanted to take. The top of the mountain is a curious place covered with black volcanic rock, but is not quite so flat as it looks. In ascending the mountain we followed the trail of the "Gentleman Bandit," Joaquin Murietta. At the summit we found the remains of the rock wall which made the corral where his horses were kept ready to ride fast and far on his highway errands or to bring him back to his lonely hiding place.

Come and see Tuolumne County for yourselves!

Notes

Mrs. Helen R. Dambacher, librarian, Tuolumne County Free Library, filed her resignation with the Board of Supervisors to become effective June 30. Ill health caused Mrs. Dambacher to leave the ranks of the county librarians. Her many friends will regret her leaving the profession.

Miss Joy Belle Jackson of San Jose was appointed librarian of Tuolumne County Free Library to succeed Mrs. Helen R. Dambacher. She assumed the duties of the office on July 1. Miss Jackson is a graduate of the school of librarianship, University of California. Since her graduation she has had valuable experience in the Santa Clara County Library and the San Jose State Teachers College Library.

Miss Stella Huntington, who substituted as librarian of the Tuolumne County Free Library for the past eight months, severed her connection with the library on June 30. Miss Huntington's intention six years ago to retire from library work has been only partially carried out because of requests from librarians for her help as a substitute. She brings to the libraries she serves a wide experience gleaned as reference librarian of the Mechanics Institute Library, now the Mechanics Mercantile Library of San Francisco; librarian, San Francisco State Normal School; cataloguer, California State Library; librarian, Yolo County Free Library for four years; and librarian, Santa Clara County Free Library for eleven years.

Miss Huntington made many friends in Tuolumne County through her untiring service to the county library and her interest in acquainting outside people with the scenic beauty and the historical background of the county. After a brief rest she will substitute for one month, beginning July 13, for the librarian of the California Historical Society Library in San Francisco.

Miss Frances Isabel Grundman, a graduate this year of the school of librarianship, University of California, has joined the staff of the State Library. Miss Grundman will act as assistant in the catalogue and prints departments.

Miss Ethel DeWitt, formerly assistant librarian, Chico Public Library, has been appointed librarian of the Pacific Grove Public Library. Miss DeWitt is a graduate of the school of librarianship, University of California.

During the month, visits were made by the county library organizer to the county libraries of Plumas, Sierra, Lassen, Modoc, and Tuolumne counties. Most interesting development was seen at headquarters and in the many and varied branch libraries.

On June 1 Miss Frances G. Murphy, a graduate of the school of librarianship, University of California, joined the staff of the State Library for temporary work in assisting on the newspaper index. Miss Murphy will be on the staff at least two months and possibly three.

The California State Library is showing in the Prints Room a collection of water colors of California wild flowers, cacti, and succulents loaned by the artist, Charles Broughton of Pasadena.

Most of these paintings are done with botanic exactness as to form, color, and texture, while others show the flowers and plants in their natural landscape setting. Among them are fields of poppies, of baby blue-eyes, branches of wild lilac against deep blue skies, and stately spires of desert yucca with a mountain background.

Mr. Broughton was formerly an illustrator for such magazines as *Scribner's*, *Harper's* and *Life*. He has recently come to California in order to study flowers at all seasons. This exhibition was shown in June and will continue through July.

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MUSIC EDUCATION

[Extracts from an address delivered by Estelle Carpenter, director of music of San Francisco public schools and chairman of public school committee of California State Federation of Music Clubs; also committee of public school music, National Federation of Music Clubs. Delivered before National Federation of Music Clubs, convened in San Francisco, Palace Hotel, June 23, 1931.]

OUR CITY, SAN FRANCISCO, is known for its distinction in its musical attainments, and public school music education in San Francisco has been one of the great foundations and means for the appreciation and production of music. It has been the very groundwork for the cultivation of music for the masses and for the exceptionally gifted.

The spiritualizing force of music to the inner life is a necessity to education. Education, with its many instruments working harmoniously together, forms a great orchestra which sends glorious vibrations steadily into the lives of legions and arouses into action, molds into being, and decides the destiny of those who come within the circle of its beneficent influence; and music in education is the vitalizing and uplifting instrument of the orchestra.

The public school music of San Francisco has been the agent for the uplifting of thousands into a rarified atmosphere of purified emotions, intellectual understanding, and culture and enjoyment, and has achieved through its classroom procedure, school music programs, vocal and instrumental, through ear training, sight singing, rhythm studies, choruses and orchestral work, music appreciation and other branches, through exhibitions within the school and in community projects, a foremost place in the musical and civic life of the city.

Just picture the many open-house days, the parent-teacher meetings and the recent Parent-Teacher Association conventions, where the various school music organizations voiced themselves in classical music; the school music recitals during Educational Week and Public School Week sponsored by the state and nation; and the Community Chest and the radio concerts, the light operas and the operettas, graduations and the musical projects where each activity welds the school and home together, and each pupil participating is motivated toward music study achievement and avocational and vocational endeavor.

Here in San Francisco, as chairman of public school music in our California State Federation of Music Clubs, I have each year administered a Public School Music Day where officers, parents, and friends visit our public schools and encourage the endeavors of the faithful teachers of music—bring them a word of greeting and appreciation. Beautiful choruses, orchestras, operettas, etc., are produced, and officers of the state visit the schools with me. In passing let me mention I have federated with the State Federation of Music five junior public school organizations, the Girls' High Glee Club, the Lowell High School Boys' Glee Club, the High School of Commerce Band, the Everett Junior High Music Club, the Polytechnic Glee Club, all of San Francisco. They perform frequently for the public and accomplish much for our federation.

With thousands of pupils from high schools and junior high schools and eighth grades singing in the Auditorium, with band and organ accompanying American songs such as Bloch's "America," Lieurance's "By the Waters of Minnetonka," Cadman's "Land of the Sky Blue Waters," and other classical part songs, and as chairman of Public School Music Week, I presented 112 concerts in all schools of the city, and a public school music festival and pageant from high schools and junior high schools; with bands and orchestras playing in daily practice and weekly band drill on parade grounds in R. O. T. C. uniforms, and semiannual exhibitions in auditoriums with bands expanding from fifty students four years ago to six hundred now; with music appreciation starting with music contests using forty thousand pupils with 471 winners, to an established course of study; with a hundred orthophonic victrolas and a library of three thousand records.

From a budget of $200 to a $50,000 budget acquired was my report last year, with $13,000 actually spent in band and orchestra instruments, with three thousand pupils in the high schools electing music daily, and with thousands of junior high and elementary pupils required to take music.

All senior and junior high schools have radios, and last year ten thousand pupils "listened in" to our unique and splendid Standard Broadcast which you will hear. I am happy to say I am an enthusiast on this subject.

We have a State and City Superintendent and Board of Education furnishing us books free to pupils of music, and we have excellent courses of study and an interest given to us in furthering our work.

Here's a health to you
And a welcome true,
High Souls of the Earth,
March on—march on.
No drooping head,
No dragging feet,
But catching strains of music sweet,
And God's great harmonies complete,
Sing from mountain top and lane,
Sing on in sunshine and in rain,
Sing on!

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My dear Doctor Lattimer: Your splendid book "Will It March?" was received about May 26, and I have read it through. Your preface is superb.

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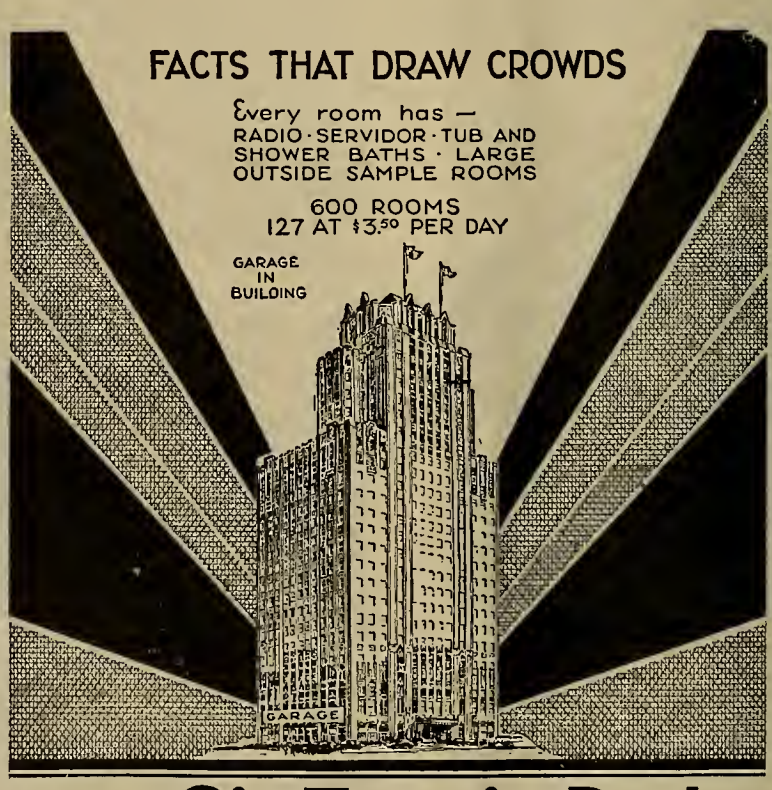

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WESTERN SCHOOL NEWS

M. P. Stone, Deputy State Superintendent under Samuel T. Black in the nineties, died Thursday, July 9, in Berkeley, Cal. He was formerly of Grass Valley, but lived many years in Berkeley. He was a brother-in-law of Hugh J. Baldwin, formerly Superintendent of Schools of San Diego County.

The summer session of the State Teachers College, San Francisco, has a very large enrollment for 1931.

Madilene Veverka, supervisor of kindergarten and primary grades in Los Angeles, has been some time in Central Europe lecturing and studying public school education. On Saturday, June 6, 1931, at 11:30 a. m. at the Charles University of Prague the degree of doctor of philosophy was conferred upon her. Miss Veverka will return to California next month.

Doctor Henry Suzzalo of New York is in California for a few weeks. He was a rural teacher in Santa Clara County at one time. A graduate of Stanford University, a teacher in the State Teachers College at San Francisco, the president of a great university—University of Washington—and he is still a young man. The San Francisco *News* has mentioned him for the presidency of Stanford University in case Doctor Wilbur resigns.

The San Francisco State Teachers College Associated Students issue an attractive weekly called *The Bay Leaf*. Two interesting items in the paper are that 1356 students are registered for the summer session, nearly one hundred more than any previous year, and that the genial Archie J. Cloud, Deputy Superintendent of Schools of San Francisco, is giving instruction in administration classes to large groups.

Doctor Arthur Gist, one of the authors of "New Stories From Eskimo Land," is giving a course of lectures at the University of Southern California, Los Angeles, Cal.

Governor James Rolph, Jr., appointed Honorable Vierling Kersey, State Superintendent of Public Instruction, and Alice Rose Power of the Board of Education, San Francisco, to select a boy and girl to represent California at the George Washington University, Washington, D. C., the first week in July. They were tested on visual education, including several special Fox films of educational value.

Doctor Albert E. Winship had a splendid article in the *Journal of Education*, June 20, on "Education in Coronado." He makes special mention of Fred A. Boyer and J. Leslie Cutler, and of the board of school trustees. Winship has many friends in California who were greatly disappointed in not meeting him at the N. E. A. convention in Los Angeles. He has made upward of seventy-five visits to California during his career.

Doctor Harold W. Fairbanks, author of the "New Progressive Series of Geographies," published by Harr Wagner Publishing Company, San Francisco, was chairman of the conference on "The Teaching of Geography Program of the N. E. A." Doctor Fairbanks also was a member of the faculty of the University of California at Los Angeles during the summer session. He had large and interested classes.

Mrs. Estella Tener, rural supervisor of Tuolumne County, Cal., is giving a course of lectures in the State Teachers College, San Diego, Cal.

Mrs. F. E. Raymond, Pacific Coast and Orient manager of the Gregg Publishing Company, is attending the big convention of the Business and Professional Women's clubs at Richmond, Va. She is active in the organization and has helped in making the convention a success. Mrs. Raymond will also attend as a delegate the World Federation of Educators which meets at Denver, Colo., this month.

Leo B. Baisden, Assistant Superintendent of Schools in Sacramento, is giving two courses at the San Jose State Teachers College; one in modern methods of instruction and one on supervision of instruction. He brought with him an excellent exhibit of Sacramento's primary and elementary activity materials. The exhibit is not made up of outstanding work of individuals, but is an average run of classroom activities in order that teachers may view the various degrees of success with which groups of children have expressed the ideas.

Mr. Baisden is giving in addition to his two courses a series of weekly assembly talks on various phases of modern education.

Miss Estelle Carpenter, director of music of the San Francisco public schools, was one of the prominent visitors at the Biltmore, Los Angeles, attending the National Education Association. Miss Carpenter has the distinction of being the first life member of the National Education Association on the Pacific Coast, and has been a number of times speaker and secretary of the music department of the National Education Association, as well as a member of the national council. At the great life membership banquet given at the Biltmore during the convention, Miss Carpenter was especially recognized for her services to the National Education Association and for her first life membership in the National Education Association by Carroll G. Pearse, past president of the association and toastmaster, and Doctor Willis A. Sutton, president of the National Education Association, who gave the address of the evening at the banquet.

EDWARD M. KENNEDY

L. W. Huckins, president, Hotel Sir Francis Drake in San Francisco, announces the appointment of Edward M. Kennedy as advertising manager and publicity director.

Mr. Kennedy has had valuable experience in this capacity, having been connected with the H. K. McCann Advertising Agency, the passenger department of the Southern Pacific Company in San Francisco, and in charge of publicity for the Sperry Flour Company in San Francisco. For some time he covered the hotel "beat" for the San Francisco *Call* and the Santa Barbara *News*. Mr. Kennedy's hotel affiliations include the Santa Barbara Ambassador where he worked with Managers Al Bennett and Dave Boice, and Castle Hot Springs Hotel, Castle Hot Springs, Ariz., where he worked with Manager Ed Gushee.

In a recent interview Kennedy stated he was exceedingly happy to become affiliated with the Huckins-Newcomb interests as advertising manager and publicity director of Hotel Sir Francis Drake—"In my opinion the service features, moderate rates, and luxurious accommodations of Hotel Sir Francis Drake make it one of the finest hotels in America."

During his many years on the Pacific Coast, Mr. Kennedy has made many friends among the hotel fraternity and extends to all of them a cordial invitation to be a guest at Hotel Sir Francis Drake when in San Francisco.

SEATING COMFORT FOR DEAF

Considerable interest has been attached to the planned demonstration school to be conducted at Johns Hopkins University Summer School by the American Association to Promote Teaching of Speech to the Deaf, a benevolent society with headquarters at Washington, D. C.

This demonstration school will be attended and viewed by those interested in the education of the deaf from all over the country.

The pupils participating in this demonstration will probably be keenly appreciative of the pains that have been taken to insure their physical comfort throughout the warm summer months. For, through an arrangement with the American Seating Company of Grand Rapids, Mich., their latest model Universal desks and Universal type adjustable tablet arm chairs will constitute the equipment for this model demonstration school.

Noteworthy for their correct posture features, these two types of school seats make correct sitting comfortable, keep the pupil from becoming restless and nervous, and leave the mind free to concentrate on the work at hand.

Miss Patty Hill, teachers' college, Columbia University, was recently initiated as an honorary member of Delta Phi Upsilon, national professional kindergarten–primary honor fraternity. Miss Hill, who is nationally recognized as the most outstanding figure in kindergarten education, began her teaching at Louisville, Ky., and in 1928 celebrated her fortieth year of teaching. She has been at teachers' college, Columbia University, since 1906, and in 1929 was made a full professor there. Delta Phi Upsilon is honored in having this great progressive leader of kindergarten–primary education as one of its honorary members. Other honorary members include: Annie E. Moore, teachers' college, Columbia University, N. Y.; Julia Hahn, San Francisco; Imelda Brooks, Pasadena; Louise Whipple, Pasadena; Madeline Veverka, Los Angeles; Elga Shearer, Long Beach; and Rebecca K. Earle, Pasadena.

Epsilon Chapter of Delta Phi Upsilon at San Francisco State Teachers' College is looking forward to entertaining Miss Hill and the other honorary members when the national convention of the fraternity meets in San Francisco, August 7, 8, and 9.

The following bulletins issued by the Department of the Interior, Bureau of Education, Washington, D. C., and recently off the press, are of interest to teachers of handicapped children:

Special Schools and Classes in Cities of 10,000 Population and More in the United States—Arch O. Heck. Bulletin No. 7, 1930. Price 10 cents.

Education of Crippled Children—Arch O. Heck. Bulletin No. 11, 1930. Price 20 cents.

Digest of Legislation for Education of Crippled Children—Ward W. Keesecker. Bulletin No. 5, 1929. Price 5 cents.

Schools and Classes for Delicate Children—James Frederick Rogers, M.D. Bulletin No. 22, 1930. Price 20 cents.

BOOK REVIEWS

S. W. COOMBS, formerly principal of the Folsom School, has written and prepared a "Student's Guide and Workbook" to go with Doctor Fairbanks' "Geography of California," adopted as a state text. Send orders to Harr Wagner Publishing Company, 609 Mission Street, San Francisco, Cal. Price 40 cents, postpaid.

THE WORLD AT WORK by Wallace W. Atwood, Ginn & Co., publishers. Price $1.60, size 9 x 10, 344 pages. This is a book for the average seventh grade pupil. We are delighted to know that there are a few authors like Fairbanks, Atwood, and J. Russel Smith, who believe in the study of the basic factors essential to the understanding of civilization. In this book we have the study of people at work, the influence of climate, soil, transportation, and the natural regional conditions of the people. The pupil who studies this book will have an intelligent background to interpret the around-the-world trips of "Winnie Mae" and the Graf Zeppelin. The book has an interesting chapter on "The Earth as a Planet." The pictures are new and really illustrate the text. This book will do much to bring the student back to thinking along definite lines in the interpretation of the various regions of the earth.

CONDUCT PROBLEMS is a series of workbooks by W. W. Charters, Mabel F. Rice, and E. W. Beck, published by Macmillan Company, 1931. The books are as follows: Grade four, "Playing Fair"; grade five, "What Would You Do?"; grade six, "Good Sportsmanship"; grade seven, "What Is the Right Thing to Do?"; grade eight, "Playing the Game."

TEACHERS GUIDE, intermediate grades, four, five, and six, by Los Angeles County director of curriculum studies, Lorraine M. Sherer. Size of page, 6 x 9, 522 pages. No matter how much one may differ with Lorraine M. Sherer in minor details, we must all agree that she has an unlimited capacity for work. It staggers one's understanding if you check up as I have done on each page of this work and realize that there are no contradictions, misstatements, overloading, or the selection of titles where the content is not related to the subject. We had a preview of our own mental attitude and had to change our belief that a course of study based on an entirely new basic principal would have to be a growth and reëdited and used and reëdited again before it would be a harmonious presentation of the essentials of a child's public school education in the fourth, fifth, and sixth grades. Mrs. Sherer has achieved and has presented a curriculum in which social studies, language, reading, health education, music, art, arithmetic, penmanship, spelling, morals, and manners, and even California history, are all a harmonious blend—the result of purposeful planning.

RECREATIONAL READING FOR YOUNG PEOPLE. Prepared by the book subcommittee of the school library section, American Library Association, 1931. Price 50 cents, 59 pages, paper cover, and five hundred titles listed with interesting and explanatory notes under each title.

BOOKS FOR JUNIOR COLLEGES, by Edna A. Hester, American Library Association. Price $3.25, 194 pages. The author listed books under thirty-two titles suitable for junior colleges. She claims that junior college libraries are distressingly inadequate. There is evidence that Miss Hester compiled the list with great care and that she possesses a good understanding and knowledge of the library needs of the junior college. This book will be helpful to all librarians needing guidance of such a nature.

THE SCIENCE OF HUMAN LIVING, by Mae Johnson Corwin, general science and physiology, Phineas Banning High School, Los Angeles, Cal., and Walling Corwin, physical science and chemistry, San Diego Senior High School. This book is copyrighted in 1931 and is published by the Harr Wagner Publishing Company, San Francisco, Cal. The book is designed as a text for the seventh grade. It is up to date in subject matter and in illustrations. The frontispiece is an attractive full-page presentation of Paul A. Siple, the Boy Scout who accompanied Commander Byrd on his Antarctic expedition. Fresh air and sunshine is the caption of a chapter replete with practical and progressive scientific information. Even the selection of a home comes in for a full chapter. This is certainly the type of a text in physiology that progressive educators have been hoping would appear.—*From Cooperative School Bulletin for June.*

AARON ALTMAN, director of art of the San Francisco schools, is responsible for the attractive greetings of the classroom teachers' dinner at the meeting of the N. E. A., Biltmore Hotel, Los Angeles. The students of the Balboa High School and the Presidio Junior High School of San Francisco contributed the linoleum blocks and the printing.

TRAGEDY OF CHEAP BOOKS

[From editorial by A. E. Winship in *Journal of Education*, May 18, 1931.]

PUBLIC SCHOOLS are jeopardized by legislative endeavor to force public schools to use textbooks that neither private nor parochial schools can be forced to use.

A sample of the spirit of the legislative championship of cheap school books is an extensive and expensive report written for one state legislature this season.

This report frankly admits that it has measured the value of public school textbooks by weighing twenty-six much-used school books and standardizing the price of public school books by the pound as determined by the average retail prices per pound of those twenty-six textbooks.

In short, it bases the value of textbooks on paper and ink and cloth. It takes no account of the intellectual power behind the book, which is the only factor of value in education. It disregards the labor which has gone into producing the most beautiful illustrations or the most informative diagrams and charts. It merely says that because so much paper has been printed on, it is worth so much.

Nothing could be quite so scandalous as to educate children for their life in the complex civilization of tomorrow with scholarship, science, and art bought by the pound.

Public school teachers have been educated from five to forty-five years ago.

Facts, philosophies, science, customs, and everything else in civilization, absolutely and relatively, are no more what they were ten years ago than a girl of fifteen is like what she was at five years of age.

To legislate on human progress is calamitous, and as impossible as it would be to legislate on the hair-cut of young men and stockings of young women without consulting the young men and young women.

There are no business men who, of necessity, have to know their market more closely than the successful publishers of school textbooks, and it is the one business that legislative politics viciously tries to control.

The value of the crop on any acre of farmland depends chiefly upon the variety of the seed and its freedom from any other seed.

An acre of potatoes is worth four times as much if it was seeded by the highest priced variety of absolutely pure seed.

To plant any important crop on good soil with miscellaneous seed bought by the pound or bushel would reduce the value of the yield 75 per cent.

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School books are the seed of the education of youth. There is no way to equalize the teaching in any state, county, or city. Any city can, at trifling cost, keep its education up to the times in every way by an occasional introduction of a new series of school books when there is any important scientific, economic or social advance.

We are scandalized by the very thought of allowing any manufactured goods to be allowed to compete with goods made by an untrained laborer or one whose standard of living is below that of American labor, yet there is organized legislative effort to have our children educated by the use of books valued by the pound.

No legislator would dare to introduce a bill telling what books private schools should use.

Legislating on the use of cheap books in public schools is a political move to make the public schools the poor man's school of the lowest grade.

The public schools from 1875 to 1925 set the pace for the private and parochial schools, both of which were improved as were the public schools, but in the last five years there has been a degrading legislative spirit seeking to cheapen the public schools.

Fortunately the American spirit has resisted this demoralizing tendency almost universally, but it shows its anti-public school spirit in some form or other somewhere nearly every year. This year it was "education by the pound" in one state.

MUSIC WEEK IN YOLO COUNTY

[Editor's Note—The following plan for music week in rural sections seems an excellent one for including the community as participants as well as the children. The report comes from Elizabeth N. Towle, rural music supervisor of Yolo County.]

We have followed the same plan now for three years. The first year, a month in advance, we published in the daily paper a request for volunteers from music artists in the towns. We had more responses than we could use and have not needed to publicly ask for volunteers again. They generously offer their services and acknowledge that they enjoy it immensely and learn much from these contacts.

Besides these soloists, the various high schools give of their talent for the schools in their districts. We furnish transportation for them when necessary.

We arranged a schedule for the week, beforehand, planning each program at a convenient time for each teacher as nearly as possible. The public was invited so that they could enjoy the program, too. On almost all the programs the children in each school or group of schools put on their part of the program, preferably chosen from the regular school work. I personally attended all except where more than one was given at the same time.

I had the following soloists: Soprano, piano, oboe, bassoon, violin, clarinet, and trumpet. Besides this, Esparto High School sent out a small ensemble of instruments twice and the Esparto Elementary School sent its orchestra to the Madison School, where four schools were grouped together.

The most remote school in the county either had musicians taken to them or joined with near-by schools where outside musicians gave a program. We feel that we give the rural children a treat of real music and also an opportunity to hear and see instruments which have only been names to them before. We heartily recommend this way of giving to the rural child the privileges of the city child, and of raising the general tone of music appreciation and performance in the county.

Over 36,000 teachers belong to the California Teachers Association

Here are ten reasons why:

1. **What is the California Teachers Association?**
   It is the one statewide professional organization in California which numbers within its membership all classes of teachers from the Kindergarten to the University.
2. **What are its aims?**
   To benefit the children of California by:
   a. giving impetus to progressive movements
   b. holding fast to that which has been found worthy of preservation
   c. improving teaching conditions
   d. protecting interests of teachers
   e. unifying the educational forces of the state.
3. **How much are the dues?**
   $3.00 each calendar year.
4. **What use is made of funds collected?**
   The funds care for:
   a. legislative programs in interest of schools
   b. annual conventions for teachers
   c. headquarter maintenance
   d. publishing and distributing Sierra Educational News.
5. **What is its form of organization?**
   It is a representative service society in which the Council of Education, through various committees, studies school problems and suggests forward movements of all educational activities.
6. **What benefits may a member expect?**
   A member may expect:
   a. a high class, professional journal every school month
   b. the service of energetic, careful teacher placement bureaus
   c. advice and assistance when needed
   d. stimulation and satisfaction from membership in a large well organized group
   e. an opportunity to serve by participation in association activities
7. **What has the California Teachers Association accomplished?**
   The Association has elevated the standard of the profession by:
   a. securing increased financial support e. g. (Amendment No. 16, Wright Act, Rural supervision, Retirement)
   b. raising standards of certification
   c. securing legislation which has protected the interests of the members
   d. preventing adverse legislation
   e. creating and promoting a definite program for better school conditions.
8. **What may be expected in the future?**
   Future programs which will include:
   a. thoughtful study of all school needs
   b. definite legislative programs
   c. research studies to develop thought and action.
9. **How many members has the organization?**
   36,507 loyal California teachers, July 31, 1930.
10. **Why should I join the California Teachers Association?**
    Because of its accomplishments. I am employed in the largest single organization in the State of California (the state school system); therefore I should do my individual part to maintain its leadership.

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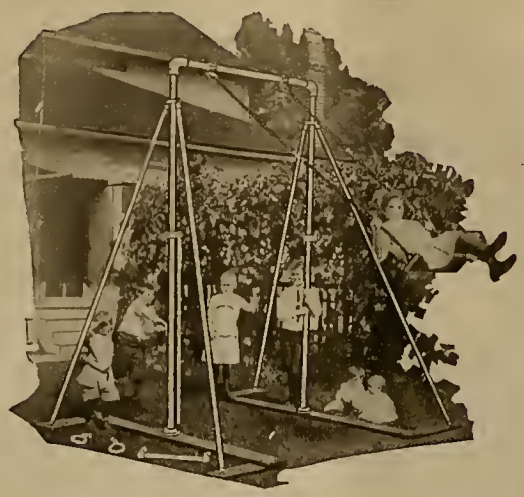

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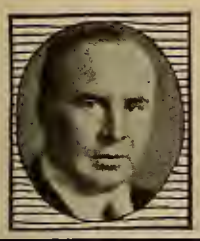
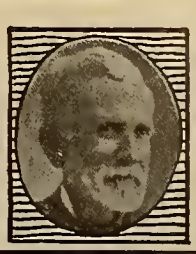


THE WESTERN JOURNAL of EDUCATION



ADMISSION DAY NUMBER AUGUST, 1931

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The first step toward intelligent economy is an analysis of expenditures to find possible leakages. The figures given here strongly suggest that whatever possibilities for wise retrenchment may be shown by an analysis of the school budget, they will not be in the textbook bill.

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THE STORY OF ADMISSION DAY

ADMISSION DAY for Californians signifies the entrance of California as a state into the Union. President Millard Fillmore signed the bill that admitted this, the thirty-first state to the American Union, on September 9, 1850.

The events leading to the admission of the Golden State are both interesting and important. They lead back to the discovery of gold on the American River in January, 1848, and to Governor Mason's consequent report to Washington, D. C., that "there is more gold in the country drained by the Sacramento and San Joaquin rivers than will pay the cost of the late war in Mexico a hundred times over." It was this that started the tide of emigration westward and rapidly populated California.

There was lawless behavior as a natural consequence to conditions. There was need of good and forceful government.

In the spring of 1848 California was annexed as territory belonging to the United by the treaty of peace signed with Mexico. The question in Washington was how to govern this new territory.

The Northern and Southern States of the Union were having strenuous debates on the slavery question. California, as a prospective new state, was whirled into the midst of the discussion. California would disturb the balance of power in the Senate to the prejudice of slavery if admitted as a slave territory. In 1848 Congress provided amply for obtaining revenue from California, but did not even promise for some future day the government she coveted.

There were earnest-minded persons in the West who saw the needs. Since Congress had failed to give California a government, there was one other step which could be taken. This was for California to provide a government for itself. A convention was called to convene at Monterey in Colton Hall, September 1, 1849. Forty-seven delegates were appointed to attend the convention. Some of the members of that convention had been closely allied with the government of California. Among them were Captain H. W. Halleck, Governor Riley's Secretary of State and later General in Chief of the United States Army; John A. Sutter, pioneer settler in Sacramento Valley; John McDougal, second Governor of the state; Thomas O. Larkin, first and last American Consul in California and before 1848 the confidential agent of the American State Department; Charles T. Botts, editor of a Democratic paper published in Sacramento; Mariano de Guadalupe Vallejo, who had figured in the late war and who had welcomed the Americans when they came to the West; Doctor Gwin, one of the first United States Senators elected by the Legislature of the state when it was organized.

Robert Semple of Sonoma was elected president of the convention.

When completed, the constitution was submitted to the people in both English and Spanish, and on November 13, 1849, it was voted upon favorably. Peter H. Burnett was chosen Governor and George W. Wright and Edward Gilbert were elected to Congress.

The first Legislature was convened in San Jose one month after the election. The sessions continued during four months, and though the wits of the day made merry at its expense and called it "the Legislature of a thousand drinks," still, if the members drank well, they worked well, for they made one hundred and forty laws of general and important nature. Some of the laws were patterned after those of other states, but others were fitted to suit the peculiar needs of California. Among its other acts it incorporated the cities of San Francisco, Sacramento, San Jose, Monterey, Los Angeles, San Diego, Benica, Sonoma, and Santa Barbara.

John C. Frémont and William H. Gwin were elected as United States Senators.

Now that California had done her part, she waited anxiously to see how her activities would be regarded in Washington and if Congress would take her into the Union.

The thirty-first Congress assembled in Washington, D. C., on December 3, 1849. Zachary Taylor was President of the United States. California was the subject of debates, heated arguments, and resolutions. Taking a prominent part in the question were Daniel Webster, John C. Calhoun, William H. Seward, Jefferson Davis, and Henry Clay. Calhoun and Davis did not want California admitted on account of the slavery question. Calhoun was prostrated from a recent illness and could not be present at one of the sessions, but he composed a forceful speech and it was read to the Senate by Senator Mason on March 4, 1850.

After much wrangling the California bill went to the House of Representatives on August 28, 1850. On September 7 it was voted upon and passed. There were one hundred and

A Message from Honorable Vierling Kersey, Superintendent of Public Instruction, State of California

SEPTEMBER 9, 1931, marks the eighty-first anniversary of the admission of California into the Union as a state. September 9 has been designated as a legal holiday in California since 1889.

It is fitting and proper that the public schools should sponsor programs celebrating the admission of California into the Union. These programs should be not only to teach the school children the early history of California but to develop ideals of citizenship and patriotism and especially to develop a loyalty to the State of California.

On Admission Day we are reminded that California, one of the youngest states of our nation, has developed in this brief span of eighty years from a group of small pioneer settlements to one of the greatest states of these United States. The population of California has increased from 100,000 in 1850 to over 5,000,000, according to the 1930 census. California industries play an important part in the commercial and industrial life of the entire nation. California's products are shipped throughout the United States and her climatic condition, combined with excellent highways, is a great attraction to tourists at all seasons of the year.

School administrators and teachers should avail themselves of this opportunity to teach early California history, the rapid rise and development of California as a state, and, more important still, those attitudes and appreciations which should constitute a vital force in the life of all California citizens.

fifty men voting in its favor and fifty-six Southerners voting against it. The bill went to the President, Millard Fillmore, who had succeeded to the presidency upon Taylor's death. Fillmore signed the bill and California was admitted to the Union.

News of California's admission did not reach there until October 18, 1850. The people had been waiting anxiously for the expected event, for they were anxious to have the seal of national authority put on their state proceedings. They were desirous of being recognized a part of the American Union.

On October 18, 1850, the mail steamer *Oregon* was sighted from Telegraph Hill, sailing into harbor with flags flying and decorated gayly with streams of bunting. The good news was signaled from the ship to the waiting people on the hill. It spread rapidly and all business closed, courts adjourned, and the people assembled at Portsmouth Square in a frenzy of delight to celebrate the event. Newspapers from New York which chronicled the story sold for five dollars apiece. Decorations in brilliant variety were brought out and decked the town. Guns were fired, processions were held, bonfires were lighted, shouting, singing, and congratulating, amidst both tears and laughter, showed how these people of the West were affected by being made a state with the others in the American Union. Mounting his box behind six fiery mustangs and lashing them to their highest speed, the driver of Crandall's Stage shouted and cried the glad news to the people all the way to San Jose, the capital. Governor Burnett himself, anxious to tell the people, rode in another coach to San Jose. Along El Camino Real dashed the two stages, but Governor Burnett's arrived a few minutes ahead of Crandall's and it was he who told the populace in the Santa Clara Valley of California's admission to the Union.

The glad story was published in an address in Spanish and sent broadcast and the native population was urged to join in the activities. October 29 was the day of formal celebration set aside by San Francisco. A parade was held in which patriotism of many varieties was portrayed. Even the Chinese were in the parade and a colorful feature of it they were. The California pioneers carried a banner on which was represented a New Englander in the act of stepping ashore and facing a native Californian with a lasso and serape. In the center was the State Seal and the inscription, "Far West, Eureka, 1846. California pioneers organized August, 1850." A girl clothed in white with streaming gauze of gold and silver shades about her supported a breastplate upon which was inscribed, "California, the Union, it must and shall be preserved." Exercises were held. Mrs. Wills of Louisiana read an ode, and Judge Nathaniel Bennett delivered an oration at the plaza. Guns were fired, artillery discharged, fireworks were displayed, and all created an atmosphere of excitement and happiness that has made the event a memorable one with its great significance to California, the thirty-first state to enter the Union and the thirty-first star on the American flag. The new star was placed on the flag, which was then raised on the pole in the center of the plaza. Great was the joy and thankfulness of the citizens in the first American state on the Pacific Coast.

Since that first Admission Day eighty-one years ago, California has raised the number of her counties to fifty-eight; with her rich productiveness and vast resources she has brought added glory not only to herself but to the nation which she was so eager to enter; her sons and her daughters have worked for her glory, they have enriched themselves, the state, and the United States, and made California known the world over.

Naming of Twenty-Seven Counties of California by the First Legislature

WHEN THE FIRST LEGISLATURE was assembled a committee was appointed to report the derivation and meaning of the twenty-seven original counties of California, then existing as subdivided by the Legislature. General Vallejo was made the head of this committee. He did the work thoroughly and gained useful information. Some of the facts gathered by General Vallejo throw a light upon the "whys and wherefores" in these counties. The names are of Indian and Spanish derivations.

Los Angeles County is named for Los Angeles, the "City of the Angels," which was founded by order of the viceroy of New Spain in 1781. The county is named for the city.

San Diego County, or *St. James,* is named after the first mission established at that place in Upper California, July 16, 1769. The county gets its name from the city.

Santa Barbara was named after its mission, which was placed half way between the missions in Monterey and San Diego.

San Luis Obispo County is named after its mission established September 1, 1772, by Junípero Serra and José Cavaller.

Monterey was named by Viscaino after the Count of Monterey, with perhaps an allusion to the pines, "king of the forests." These pines are noted for their beauty. Monterey was the official residence of fourteen governors and a portion of the time was capital of California.

Santa Cruz, or the *"Holy Cross,"* gets its name from the mission on the north side of Monterey Bay.

San Francisco: Father Junipero Serra was a Franciscan monk. He named the Mission Dolores, which he founded in 1776, after the founder of his order. The Presidio likewise took the name as did the bay, and later the little town of Yerba Buena changed its name to San Francisco, making the group complete and all bearing the name of San Francisco.

Santa Clara County: Named from its mission established January, 1777.

Contra Costa County: Meaning opposite coast. The county is across the bay eastward from San Francisco. It was almost called Diablo, devil, after the mountain which rises in its center and which was so called from a story the Indians told of evil spirits haunting the place.

Marin County was named after the chief of an unfriendly tribe of Indians. These Indians attacked an exploring party in 1815. Marin was captured but he escaped. He took refuge in some islands at the mouth of San Rafael Inlet and these have since been called Marin Islands. Marin died at San Rafael Mission in 1834, but the county still bears his name.

Solano County: Sem-Yeto, meaning fierce hand, was the great chief of the Suisun Indians. When he was baptized he took the name of Solano in honor of Francisco Solano, a missionary. The county which the Suisuns had claimed was named Solano after the Indian chief.

Sonoma County: Sonoma is the Indian way of saying "valley of the moon." The Indian tribes of that region called their chief Sonoma.

Yolo County derives its name from the Indian word "Yoloy," meaning a region thick with rushes. The tribes owning the tule lands west of the Sacramento were called Yoloy.

Napa County is named after the Indian tribe which occupied the valley from San Pablo Bay to Mount St. Helen's. The tribe was large and caused much trouble until an epidemic of smallpox in 1838 almost wiped it from existence.

Mendocino County: Named after the cape on the western coast, which was discovered in 1853 and named after Mendoza, the author of the expedition and the viceroy of New Spain.

Sacramento County: Meaning the Sacrament. The river was first named "Jesus Maria" by Lieutenant Moraga, and its branch was called the Sacramento. The river was later called the Sacramento and its branch the Feather River. Both the county and its capital today bear the name of Sacramento.

Eldordo County: So named because gold in paying quantities was first found within its borders.

Sutter County: Named after John Augustus Sutter, a native of Switzerland who emigrated to California in 1839. He obtained a grant of land and founded a colony on the east side of the Sacramento. Sutter was closely connected with the history of early California.

Yuba County: Yuba is a corruption of the word Uva. An exploring party in 1824 on the banks of a tributary of the Feather River found quantities of wild grapevines growing.

Butte County: Named after the mounds which rise out of the plains east of Sacramento. The Buttes were so named by some hunters of the Hudson Bay Company, whose leader was Michael Laframbeau, in 1829.

Colusa County: Indian tribes on the west side of the Sacramento River called themselves by this name.

Shasta County derives its name from the Indians who lived at the foot of Mount Shasta.

Trinity was named after Trinity Bay, which was discovered on the anniversary of Trinity festival.

Calaveras County: Lieutenant Moraga found many skulls near a creek. He called the creek Calaveras, meaning river of skulls. The county in which the river rises has assumed the name. It is said the skulls were those of Indians killed by a warring tribe when others were fishing in their territory.

San Joaquin County: Finding a river which rose in the Sierras and emptied in Lake Buena Vista, Lieutenant Moraga in 1813 named the stream San Joaquin, after the legendary father of the Virgin. The river, valley and county today bear the name of San Joaquin.

Tuolumne County comes from the Indian word "talmalaume," meaning a cluster of stone wigwams.

Mariposa County: In 1807 a hunting party camped on a river which had trees growing on the banks. Many butterflies fluttered around the foliage. Mariposa, meaning butterfly, was the name given the river, and the county has since been called by that name.

The Seal of California

Major Robert Selden Garnett, an officer of the United States Army, sojourning in Monterey in 1849 when the constitutional government met there, was the designer of the original state seal. The original sketch represented a figure of Minerva, the Golden Gate, a ship in full sail, and the Sierra Nevada range in the background, and the word "Eureka" (I have found it) above.

Garnett sketched this in his spare time and when he showed it to some of his friends they wished immediately to present it to the convention for consideration for the state seal. For political reasons, and being naturally modest, Garnett did not want attention drawn toward himself. However, when Caleb Lyon, one of the clerks of the convention, saw the drawing he immediately asked if he could present the sketch in his name. This request won Garnett's consent and Lyon took the design.

When the convention considered the seal a few changes were suggested. A bear was added to gratify Major J. R. Snyder and the men of the Bear Flag revolution, which was one of the forerunners of California's movements toward self-government. A figure of a man with uplifted pickax was added as an emblem of the great mining interests.

The explanation accompanying the design was entered as follows:

"Around the bend of the ring are represented thirty-one stars, being the number of states of which the Union will consist upon the admission of California. The foreground figure represents the Goddess Minerva having sprung full grown from the brain of Jupiter. She is introduced as a type of the political birth of the State of California, without having gone through the probation of a territory. At her feet crouches a grizzly bear feeding upon the clusters from a grapevine, emblematic of the peculiar characteristics of the country. A miner is engaged with his rocker at his side, illustrating the golden wealth of the Sacramento, upon whose waters are seen shipping, typical of commercial greatness; and the snow-clad peaks of the Sierra Nevada make up the background, while above is the Greek motto, 'Eureka' (I have found it), applying either to the principle involved in the admission of the state or the success of the miner at work."

It was W. S. Sherwood who moved that the seal be adopted as the "coat of arms" of the State of California. The motion was carried by a vote of twenty-one to sixteen. It was resolved that the words, "The Great Seal of the State of California," be added to the design.

Discussion was held as to the payment of $1000 to Lyon for the seal and all the necessary appurtenances to its use. This roused some enmity for Lyon, as it became known that Garnett originally designed the seal. It is a disputed point in history as to whether Lyon was, or was not, paid the money. Credit was, however, given to Garnett for his work when a newspaper of the day published the story.

Quotations From Addresses in the Senate on California's Admission to the Union

Daniel Webster, William H. Seward, and Henry Clay were in favor of the admission of California into the Union. Jefferson Davis and John C. Calhoun were opposed to it. There were thirty states in the Union with the balance of power between the slave and free states equally divided. If California were admitted as a state it would either be as slave or free and thus sway the balance for the North or the South. By the compromise of 1850, among other provisions, California was admitted as a free state, but the new territories of Utah and New Mexico were to decide the question for themselves when the time came.

Daniel Webster: "I believe in the Spartan maxim, 'Improve, adorn what you have, seek no further.' . . .

"You might as well talk of a planet withdrawing from the solar system without convulsion as to talk of peaceable secession.

"The Union, which has been so hard to form, has linked together the destinies of all parts of the country, and has made a great nation, because it is a united nation, with a common name, and a common flag, and a common patriotism. It has conferred upon the South no less than upon the North great blessings.

"There may be violence; there may be revolution; the great dead may be disturbed in their graves. All this is possible, but not peaceable secession. The Union is one; it is a complete whole. It is bounded, like the buckler of Achilles, on either side by the ocean."

William H. Seward: "California ought to be admitted at once; California comes from that clime where the West dies away into the rising East; California, which bounds the empire and the continent; California, the youthful queen of the Pacific, in robes of freedom, inlaid with gold, is doubly welcome! She

stands justified for all the irregularities in her method of coming.

"The Stars and Stripes should wave over its ports, or it will raise aloft a banner for itself. It would be no mean ambition if it became necessary for its own protection to found an independent nation on the Pacific."

Henry Clay: "Coming from a slave State, as I do, I owe it to myself, I owe it to truth, I owe it to the subject, to state that no earthly power could induce me to vote for a specific measure for the introduction of slavery where it had not before existed, either south or north of that (Missouri Compromise) line; coming, as I do, from a slave State, it is my solemn, deliberate and well-matured determination that no power—no earthly power—shall compel me to vote for the positive introduction of slavery, either south or north of that line."

Jefferson Davis: "Never will I take less than the Missouri Compromise line extended to the Pacific Ocean, with the specific recognition of the right to hold slaves in the territory below that line, and that before such territories are admitted into the Union as states, slaves may be taken there from any of the United States, at the option of the owners."

John C. Calhoun: "Against this conclusion (against slavery) we must now and forever protest, as it is destructive of the safety and liberties of those whose rights have been committed to our care, fatal to the peace and equality of the states which we represent and must lead, if persisted in, to the dissolution of that confederacy in which the slave-holding states have never sought more than equality, and in which they will not be content to remain with less."

California's Star

WHEN the Grizzly Bear came down from the hills
And stood on the flag of white,
And the single star of the Golden State
Shone out on the age-old night;

Then the bold Frémont and his hardy men
Rode in from the north and claimed
For Old Glory's stars the valleys wide
And the hills the Bear had tamed.

They held the land for our own bright flag,
And added her star to our own,
Where it shines as bright as any star
That the banner has ever known.

And the Bear still guards the glorious flag,
The banner it helped to raise
In the long ago of the days of old,
That first of Admission Days.

—*Harry Noyes Pratt.*

California

ACROSS the San Joaquin's broad reach of vines and waving wheat
The old Sierras toss their gold at fair Los Angeles' feet.
Soft sighs of pine and orange groves woo sea winds from the West
And over all a spirit broods of romance and unrest.

—*Carrie Stevens Walter.*

California

SOWN is the golden grain, planted the vines;
Fall swift, O loving rain, lift prayers, O pines;
O green land, O gold land, fair land by the sea,
The trust of thy children reposes in thee.

—*Lillian H. S. Bailey.*

Her Poppies Fling a Cloth of Gold

HER poppies fling a cloth of gold
O'er California's hills—
Fit emblems of the wealth untold
That hill and dale and plain unfold,
Her name the whole world fills.

—*Eliza D. Keith.*

A California Sunset

UNFURLED above the horizon
Were crimson stripes on cumulus,
On snowy clouds; though day was done
The sun's brave message stayed for us.

There hung the lingering evening star,
Bright in its field of azure true,
"What flag," asks Earth, "shall master War?"
The Heavens respond: "Red, White and Blue!"

—*Arthur L. Price.*

Pico

LAST of thy gallant race, farewell!
When darkness on his eyelids fell
The chain was snapped—the tale was told
That linked the new world to the old;—
The new world of our happy day
To those brave times which fade away
In memories of flocks and fells,
Of lowing herds and mission bells.
He linked us to the times which wrote
Vallejo, Sutter, Stockton, Sloat,
Upon their banners—times which knew
The cowled Franciscan, and the gray
Old hero-priest of Monterey.

In his proud eye one saw again
The chivalry of ancient Spain;
The grace of speech, the gallant air,
The readiness to do and dare.
And he was ready; and his hand
For love of this, his motherland,
Was quick to strike and strong to lead;
He served her in her hour of need
And, loving, served her as he knew.
What better proof, though unconfessed,
Than those old scars upon his breast?

Once these broad fields which slope away
Asleep in verdure, zone on zone,
With countless herds, were all his own.
Once from his white ancestral hall
A lavish welcome ran to all.
Today the land which gave him birth
Allots him but one plot of earth—
A tomb where winter roses creep
On Santa Clara's crumbling wall;
Fit place, perhaps, for one to sleep
Who knew and loved her best of all.

So ends in rest life's fitful day.
He saw an era pass away.
He touched the morning and the noon
Of that sweet time which, all too soon,
To twilight hastened when the call
Of Frémont from her mountain wall
Provoked the golden land to leap
New-vestured from her age-long sleep.

The train moves on. No hand may stay
The onward march of destiny;
But from her valleys, rich in grain,
From mountain slope and poppied plain
A sigh is heard—his deeds they tell,
And, sighing, hail and call farewell.

—*Daniel S. Richardson.*

To California

THOU, my best beloved! my pride, my boast;
Stretching thy glorious length along the West,
Within the girdle of thy sunlit coast,
From pine to palm, from palm to snowy crest.

—*Charles Warren Stoddard.*

(Continued on page 10)

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

W. F. Bowen of the social science department of the Loma Vista School, Los Angeles, was recently appointed to the Los Angeles County Board of Education by the Los Angeles County Board of Supervisors. Mr. Bowen replaces Doctor

W. F. Bowen, new member of Los Angeles County Board of Education

J. N. Lacy of Huntington Park, who for many years has been a strong member of the Los Angeles County Board of Education. Mr. Bowen since 1913 has been identified with Los Angeles county and city schools as teacher and principal. Mr. Bowen graduated from Los Angeles Normal in 1913 and received his A.B. degree from the University of Southern California in 1929. For one term he served as a member of the Compton Board of Education. At the present time he is president of the Los Angeles Schoolmasters Club and is a member of the board of directors of the Los Angeles City Teachers Club.

C. L. Geer, Superintendent of the Coalinga Schools, was honored at the close of this last school term by the presentation of a life membership in the Parent–Teachers Association by the P.–T. A. of Coalinga.

Pat Hunt's Bookstore, 6731 Hollywood Boulevard, Hollywood, has a large clientele among the movie people. When calling, it is well to know that Pat is a Miss.

Glen D. Wight, superintendent of Corona Schools, late this spring had a bond issue of $85,000 passed by a vote of five to one. Thirty thousand dollars of this amount is being spent for the elementary schools and $55,000 for the high school. The improvements at the high school include a cafeteria and study hall, and a two-story addition of library and four classrooms. The high school additions are being constructed of reinforced concrete. At the Jefferson School a kindergarten auditorium and three classrooms were added. These improvements were scheduled for completion by the time of the opening of the fall term. This new construction at Corona was made mandatory by the increase in the school population. The A. D. A. of the elementary schools increased from 1189 to 1356 and that of the high school from 336 to 391.

One of the most charming brides in San Bernardino this last June was Miss Beulah Hartman, Assistant Superintendent of Schools of San Bernardino County, who was married June 24 to Grant Holcomb. Miss Hartman for the last eight years has been in supervisory work in the office of the San Bernardino County Superintendent of Schools, where she was very successful in her duties. Mr Holcomb is a Native Son of San Bernardino, a graduate of Stanford University, and a successful practicing attorney in San Bernardino.

The teachers of the Corona city schools presented a life membership in the N. E. A. to Glen D. Wight, Superintendent of the Corona Schools, shortly before the meeting in Los Angeles this summer.

Miss Helen S. Thomas has been secured by Miss Ida M. Collins, Superintendent of San Bernardino County schools, to fill the vacancy made by the recent marriage of Miss Beulah Hartman, Assistant County Superintendent of Schools. Miss Thomas comes to her new position from that of a supervisor in the San Jose Training School. Miss Thomas, previously, was supervisor in the Santa Barbara city schools from 1924 to 1928, then a principal in the San Jose schools. This spring Miss Thomas received her M.A. degree in education from Stanford University.

Mrs. Gertrude Collver was appointed first deputy in the Orange County Superintendent's office by County Superintendent Ray Adkinson the first of this year. Mrs. Collver taught in Nebraska before coming to California. The last seven years Mrs. Collver was employed by the Farmers–Merchants Savings Bank of Santa Ana.

Miss Eva Holmes, Superintendent of Napa County Schools, has appointed Miss Helen Bliss general supervisor for the Napa County schools. Miss Bliss is a California Native Daughter, but a graduate of Teachers College, Columbia University. Recently Miss Bliss has been teaching in the primary department of the Gardner School, San Jose.

Miss Leila M. Andrews, for the last eight years principal of the Beryl Heights School, Redondo Beach, has been promoted by District Superintendent Elliot B. Thomas of the Redondo Beach grammar schools to the position of general supervisor of the city schools. Miss Andrews is a graduate of the University of Southern California. The Redondo Beach system is comprised of four schools and enrolls around thirteen hundred pupils.

Miss Josephine English, popular rural supervisor of Imperial County schools, for the last two years, was married the last of July to C. C. Bramkamp. Miss English attended the University of Southern California first summer session this year and there received her M.A. degree in education two days before her wedding. Mr. Bramkamp is superintendent of the Golden Milk Products Company, El Centro, and prominently identified with the business interests of the Imperial Valley.

Ralph W. Bowen, who has been associated with Rand McNally & Co. for the last five and one-half years in the commercial department, has been assigned to the educational department. Mr. Bowen will work out of San Francisco as far south as Bakersfield and as far north as Seattle, and will specialize in presenting the Rand McNally educational maps.

H. D. Caywood, district superintendent of the Goleta Grammar School, Santa Barbara County, for the past four years, has been appointed to the Santa Barbara County Board of

(Continued on page 10)

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

THE SANTA BARBARA city school bonds sold at a high premium recently. This is another item in our editorial contention that in times of depression the public turns with optimism to schools and school administration.

HIGHER EDUCATION in California is to be surveyed at an expense to the state of $25,000. The tremendous growth of higher education in California will give the members of the survey a real opportunity to do constructive work.

ADMISSION DAY in California should be celebrated with sincere enthusiasm. The people of California, in climate, in soil, in beauty of scenery, in social and industrial environment, have always had the edge on other states, nations, and peoples.

THE CONFERENCE of school superintendents at the University of California this summer was a great success. Sixty-five superintendents from thirteen states registered for the two-week conference. There is no field of educational activity so important as that represented by the combination of qualities required in a successful school superintendent. His duties are threefold—educational, economic, and social.

IN THESE TIMES of economic depression, why not start a movement for the conservation of words. We use too many words and not enough ideas. We should have a national survey for this purpose. The country is flooded with bulletins, pamphlets, house organs, Chamber of Commerce booklets, and literature of welfare organizations. Millions could be saved. Of course it would decrease the output of waste baskets, garbage cans, etc., but every reform is for the benefit of the many, but in the readjustment is bad for the few. Let our slogan be "Fewer words and more ideas in our pamphlets, bulletins, etc."

DOCTOR A. E. WINSHIP, editor of *Journal of Education*, Boston, Mass., gives special prominence to the speeches made by Californians at the N. E. A. He took extracts from "The Mentally Deficient Child," Anna Dolman Inskeep, Berkeley, Cal.; "Gifted Children," by Grace Ball of Pasadena; "Schools Can Help Business," by Bruce Findlay of Los Angeles; "Creative Business in Rural Schools," by Ada York of San Diego; "Reading and Creative Activities," by Lida McCoid, primary supervisor of rural schools of Los Angeles County.

JULIA HAHN, who has been at Columbia University for the past year, has resigned as supervisor of kindergarten and primary grades, San Francisco, to accept a position as supervisor of kindergarten grades in the public schools of Washington, D. C. Miss Hahn was especially interested in the activity work for the primary grades and was an outstanding leader in California in her type of work.

DAVID RHYS JONES, who was formerly connected with the San Francisco Teachers College and was coauthor with J. W. McClymonds on the series of arithmetics used by the state previous to the Thorndyke Series, is now living at Piedmont, Cal. He had an interesting article in the August issue of *Motor Land* on "Pre-Pioneer Pathfinders," California Oregon Trail, 1826–1846.

JOHN W. LINSCOTT PASSES

THE PIONEER California educator, John W. Linscott, died at Santa Cruz, August 17, at the age of 83. Born in Maine, Mr. Linscott came to San Francisco in 1859. From here he went to Watsonville. He was elected County Superintendent of Schools in 1882, serving twenty-four years. Then he moved to Santa Cruz and was City Superintendent of Schools until 1923. After that he was given the title of dean emeritus of schools.

He was a man of unusual character, well known for integrity and moral uprightness, liberal and broadminded as to his fellow men, but for himself he taught by example and precept of righteousness. He was kindly and in turn was greatly loved by his friends and fellow workers. The late James A. Barr presented him with a memorial on his seventy-fifth birthday consisting of letters and tributes from more than a hundred leading educators. His son, Harry Linscott, is one of the best-known bookmen in the West, and has been connected with Ginn & Co. for many years.

EDUCATIONAL COMMENT AND OTHERWISE

By HERBERT F. CLARK

N. E. A. LOS ANGELES—The cause of education made progress by virtue of the N. E. A. Convention held in Los Angeles, June 27 to July 3. The mingling of so many people in a common cause, the points of view expressed, and the general publicity given the occasion by newspapers and other publications cannot help but result in substantial progress. The report of the committee on resolutions is an indication of the essential elements of our national education program. These elements were grouped into six main sections; namely, financing the schools, curricula, teacher welfare, federal relations, education and international relations, and observances. A careful analysis of the subheads of these sections reveals a common sense point of view upon these various phases of public education. The whole occasion gave one a sense of pride and satisfaction at being engaged in so worthy a human cause.

ARE SCHOOL BUILDINGS COSTING TOO MUCH?—The week following the N. E. A. Convention in Los Angeles I spent in Yosemite National Park. While encamped on the Tuolumne Meadows, I fell into conversation with a fellow camper, the Tax Assessor for Sacramento City. He expressed the feeling that our school buildings are costing too much money; and he buttressed his ideas by making a comparison between the cost per room of the average home and the cost per room of some of our modern school buildings. His estimate was to the effect that the schoolroom costs are at least three times that of the average dwelling. Evidently there had been made some such study upon which he was relying for his statements.

I was unable to meet his arguments except to raise a question as to whether the comparison between the cost of a home dwelling and a school building was a valid one as a basis for determining what should be a reasonable figure for the cost of a schoolroom. It seemed to me that a more reasonable basis would be the comparative costs between square footage in rooms of other public buildings such as city halls, county courthouses, prisons, hospitals, etc. While I had no definite figures to quote, he agreed with me that such a study would probably reveal the fact that other public buildings cost con-

siderable more per square footage than do public school buildings.

This conversation with this man has this significance to me: (1) There is being raised all over the country serious question as to the justification of the greatly increased cost of public education; (2) That is behooves the administration in the cause of education to make such studies as will clearly show that school costs are no greater than those arising from other public institutions.

Can our departments of administrative research justify the enormous sums spent on public education? I think it can be done. If so, the facts and figures making such justification should be given a wider publicity than that afforded through pamphlets from such departments or from school publications. They must be given to chambers of commerce, tax payers associations, service clubs, and other organizations more closely in touch with the people who pay the bills.

A TRIBUTE TO EUGENE COBLER

The death of F. Eugene Cobler, manager of the West Coast office of the Macmillan Company, on July 23 came as a distinct shock to his associates and many friends. His passing will be felt keenly as a loss, not only by his associates in the Macmillan Company, but by members of the book fraternity and by his many friends among the school people, particularly of the states of California and Arizona, where he was known best. Mr. and Mrs. Cobler had always been very close, and she survived him by only fourteen days. She passed away on August 6.

After serving a term with the firm of Cunningham, Curtis, and Welch in Los Angeles, Mr. Cobler entered the employ of the Macmillan Company on October 1, 1907, as a traveling representative, and was in their employ continuously until the time of his death. On November 15, 1929, he became manager of the San Francisco branch office of the company he had served so faithfully.

Mr. Cobler was an enthusiast in his work. He was always studying his problems and those of the school people with whom he was working. No work was too arduous if it resulted in material assistance in working out new educational problems. Furthermore, he was a staunch supporter of these newer educational movements and his influence was felt very markedly at the home office of his company as well as by other agents in the Western territory. As manager of the San Francisco office he had developed into a real leader.

As a personal tribute to Mr. Cobler we quote from a letter written by one of the agents who works under the San Francisco office:

> We shall remember him as a fine type of manhood. We are all better for having associated with him, I am sure. There was something wholesome about everything he attempted to do. No one questioned his motives. His private life was as wholesome as his business life. May we be able to emulate his virtues.

The bookmen, his friends and competitors, under the direction of Mr. Jones of The World Book Company, arranged a luncheon in his memory at the Commonwealth Club on August 17, 1931.

"AS HUSBANDS GO"

Now at Columbia Theater, O'Farrell Street, near Mason, San Francisco, California.

Three of America's most prominent stage notables, Laura Hope Crews, Virginia Hammond, and Ona Munson, are among the feminine members of the cast presenting John Golden's New York comedy stage hit, "As Husbands Go," at the Columbia Theater.

An equally fine trio of actors, Kenneth Thomson, Georges Renevant, and John Loder, play the leading male rôles, and this Rachel Crother's comedy has a perfect presentation here, for each of the many rôles, down to the smallest, is played to perfection.

FLORENCE HALE, PRESIDENT OF THE N. E. A. 1931–1932
Miss Hale was elected by a unanimous vote. She has been outstanding as rural supervisor, State of Maine, and editor of "The Grade Teacher," published by the Educational Publishing Company. Her editorial work has placed "The Grade Teacher" in the lead of other journals of the same class for service, for fundamental aids, and for practical helps for teachers. Her delightful informal oratory has made her the most popular educational platform speaker in the United States. Everybody is looking forward to the Atlantic City convention of the N. E. A. under her direction.

The well-known playwright, whose comedy has been termed the second among the ten best plays of the season in New York, has given to the stage a work which calls for a dozen or more fine interpretations, and this has been fully achieved.

Laura Hope Crews, who heads the cast, has not been seen here in a number of seasons and is known as one of the most brilliant artists on the American stage.

EMMA MARWEDEL

Professor Fletcher Harper Swift of the School of Education of the University of California, at Berkeley, has completed a biographical study entitled "Emma Marwedel, 1818–1893, Pioneer of the Kindergarten in California," which is now in press. Heretofore only meager and inaccurate information regarding Miss Marwedel has been available. The importance of her work may be inferred from the fact that she established the first kindergarten training school on the Pacific Coast, and included among her earliest pupils Kate Douglas Wiggin and other pioneers in the kindergarten movement in the West. Miss Marwedel's kindergarten in Hamburg inspired Elizabeth Palmer Peabody to devote the remainder of her life to an effort to extend the kindergarten throughout the United States. Professor Swift's study will be published this fall as Volume VI, No. 3, University of California Publications in Education. Arrangements have also been made for publishing a translation of this monograph in Germany.

(Continued from page 7)

Education. Mr. Caywood replaces Mrs. Maude Fox, for many years a prominent member of the board.

MRS. MURIEL EDWARDS, Superintendent of the Santa Barbara County Schools, has outlined a most extensive course of study program for her county for the school year 1931–1932 that will be carried out under the general supervision of Miss Helen Heffernan, chief, department of rural education, State of California. Mrs. Edwards has taken into consideration the largeness of her county and has organized the work into two sections—one each for the northern and southern ends of the county. The plan is for committee study groups of teachers to survey the field assigned to them and formulate recommendations for a new course of study and to submit materials worked out with that end in view. The committee chairmen appointed are as follows:

For the Northern Section

Health Education—Clifford Bruce, 510 E. Main Street, Santa Maria; *Reading and Literature*—Frank R. Johnson, Guadalupe; *Language Arts (Writing, Spelling)*—L. H. McKenzie, Orcutt; *Social Studies (Geography, History, Civics)*—Robert Bruce, 516 E. Orange Street, Santa Maria; *Arithmetic*—Mrs. Bina L. Fuller, Santa Maria; *Music*—Mrs. Nellie D. Harvie, 228 No. F. Street, Lompoc; *Art*—Dorothy Merritt, Santa Maria; *Elementary Science, Nature Study*—Mrs. Elizabeth O. May, Santa Maria.

For the Southern Section

Art—Mary Rystrom, 1301 E. Cota Street, Santa Barbara; *Arithmetic*—Hal D. Caywood, Goleta; *Music*—Velma H. Caywood, Goleta; *Reading and Literature*—Mary C. Evans, 460 E. Valley Road, Santa Barbara; *Social Studies*—Esther R. Poulsen, 1823 Grand Avenue, Santa Barbara; *Health Education*—Thelma Morgan, Summerland.

MRS. MURIEL EDWARDS, Superintendent of Santa Barbara County Schools, has made this year the following appointments in the County Superintendent's office: L. R. Furrow, chief deputy; L. A. Gammill, assistant deputy; George W. Ormsby, supervisor of physical education and assistant attendance officer; Mrs. Mabel S. Spizzy, music supervisor; Mrs. Tene C. Cameron, rural supervisor; and Miss Lelia Ann Taggart, assistant rural supervisor.

Mrs. Cameron has been rural supervisor in the San Joaquin and Napa county schools. Miss Taggart holds an administrator's credential and has worked under Mrs. Cameron for seven years.

Mrs. Spizzy, the new music supervisor, has been very active in the music field in the Mid-West both as teacher and director. Most recently Mrs. Spizzy has been connected with the Radio Corporation of America, Victor division, and has been working in the states of Kansas, Oklahoma, Texas, Arkansas, Wisconsin, New York, Utah, Montana, Idaho, California.

MRS. E. L. MANLOVE is librarian of the Fresno city schools central library.

R. B. ABBOTT, principal of the Heaton, Lafayette, and Dailey schools, Fresno City, taught at the Fresno State Teachers College summer session at Huntington Lake this year. Mr. Abbott gave courses on the activity method curriculum and on the elementary curriculum.

CLARENCE W. EDWARDS, Superintendent of Fresno County Schools, reports that there was no change in any Fresno County high school principalship this year.

MISS JULIA M. DOUGHTY, for the past thirteen years principal of the Tranquillity High School, Fresno County, has her school housed in a handsome new $100,000 building, which replaced the one destroyed by fire last year.

MISS SWOPE'S SUMMER SCHOOL held at Long Beach June 22 to July 10 and at Santa Cruz from July 20 to August 7 was numbered among one of the most successful ever held by that institution. Over nine hundred students were registered at both sessions. Miss Swope had reversed her usual order of her sessions by having the first one in Long Beach due to the fact that the N. E. A. was meeting in Los Angeles the first of July. In spite of the times, the Long Beach session registered the largest number of students ever drawn by Miss Swope to her school in Southern California. Such has been the good word about the work of the school that has gone out throughout the country that the student body was a widely representative one. Owing to the fact that Miss Madilene Veverka was securing her doctor's degree at Prague, her work was carried on in Miss Swope's school by three assistants from the primary department of supervision that Miss Veverka heads in Los Angeles city, and by Mrs. Lorraine M. Sherer, head, department of curriculum construction, Los Angeles County schools. Miss Sarah Archer Heineman, Miss Ethelyn Bishop, and Miss Susie Katharine Sanderson were the members of the Los Angeles kindergarten–primary department, assisting in putting over Miss Veverka's usual program.

MRS. STELLA B. TENER, rural supervisor of Tuolumne County schools this summer gave two courses at the San Diego State Teachers College summer session held upon that institution's new campus in San Diego. One course was upon rural education and the other was upon primary education.

HERBERT L. HEALY, Superintendent of the Kern County Schools, has laid out a three-year program of course of study construction. This past year a primary unit was made under the general direction of Anne M. Holgerson, general supervisor of primary grades; next year the middle unit of grades four, five, and six will be made under guidance of J. Harl Tener, general supervisor of upper grades; and the following year the work for the seventh and eighth grades will be completed. Then, in the fourth year, the primary unit will be revised. It is the intention of Mr. Healy to let each unit be in force for three years.

The primary unit just completed under the guidance of Miss Holgerson was the joint effort of committees of some seventy-five teachers appointed throughout the county, and other members of the County Superintendent's office, consisting of Miss Cornelia E. Ball, music supervisor, and J. W. Byfield, county director of physical education. J. Harl Tener wrote the introduction for this first unit.

The primary unit may be said to be based upon a program of modified activity. The first grade activities center around the home; the tie-up of the second grade is that of the community; and the third grade is a study of children of other lands. In this unit the study of the Mexicans, Indians, Eskimos, Swiss, Dutch, and Japanese is emphasized.

The general core of the primary unit is reading. Social studies consist of geography, history, nature study, fire prevention, thrift, safety, morals, and manners. These various subjects are made the tie-up for the various activities.

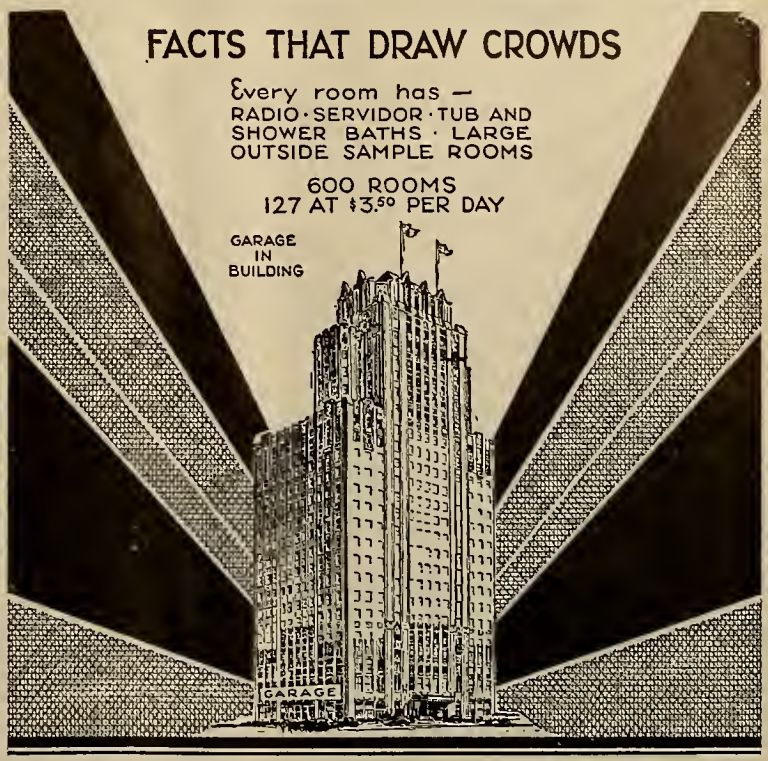
In this course of study Miss Holgerson has included type activity units which the teacher may use as an aid in determining the character of her instruction. As a further aid to the teacher, at the Kern County Library books on certain subjects have been made up in sets, so that the teacher has only to designate her activity, and books with materials selected to cover that unit will be sent to her.

Immediately, at the beginning of the fall term, this new primary unit will be explained to the teachers in the county at various district meetings. It will be their job to test out the unit to see how satisfactorily it works. It will be modified if necessary.

(Continued from page 6)

California

SHE WAS NOT BORN a babe to suckle strength;
A woman, gazing down her land's broad length,
Stepped from the pines out on the fall-brown grass.
The grizzly bear stood back to let her pass,
And Frémont's cannon thundered wide and far—
Old Glory's azure had another star! —*Madge Morris.*



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A GREAT THOUGHT

In South Carolina recently President Hoover compared the "American system" with those in other countries. He said:

"In the American system, through free and universal education, we train the runners; we strive to give them an equal start; our government is the umpire of its fairness. The winner is he who shows the most conscientious training, the greatest ability, the strongest character.

"Socialism or its violent brother, Bolshevism, would compel all the runners to end the race equally; it would hold the swiftest to the speed of the most backward. Anarchy would provide neither training nor umpire. Despotism or class government picks those who run and also those who win."

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

The California Department of the California State Library

By MISS EUDORA GAROUTTE,
Head of California Department, State Library

IN 1900 the State Library had throughout its collection books, magazines, and newspapers which were either printed in California or pertained to this state. In 1903 these were brought together as one collection under the supervision of an assistant, whose work was to form within the institution a California department, increase its resources, and extend its usefulness.

The book collection of this department now includes books by California authors in all branches of literature, county and state histories, biographies, and books on early voyages, explorations, and missions. In short, any book by a California author or any book pertaining to California is made a part of this collection.

The collection of California newspapers and the newspaper index add greatly to the usefulness of this department. It has the best collection of California newspapers in existence. It numbers over ten thousand bound volumes. It has complete files of the *Californian*, the first newspaper printed in California; the *California Star*, the first paper printed in San Francisco; and the *Placer Times*, the first paper printed in Sacramento.

The *Californian* printed its first issue at Monterey, August 15, 1846. The first issue of the *California Star* was dated January 9, 1847. The latter part of 1848 these two papers combined and formed the *Alta California*, which was printed in San Francisco. From January 4, 1849, to April 24, 1849, the *Alta California* was the only paper being printed in California. On April 24, 1849, the management of this paper started the *Placer Times* in Sacramento. For some years after the San Francisco fire, the California department had the only complete files of the official papers of San Francisco. These were the San Francisco *Herald*, *Alta*, and *Examiner* in the order given up to 1880, followed by the *Report*, *Post*, and *Bulletin*. Many county papers from earliest dates are to be found here.

An index to bound files, covering the period August 15, 1846, to date, and containing about 2,250,000 entries, makes possible ready reference to the events in the state's history. No other state library in the Union has prepared such an exhaustive index, despite the fact that no library could have a more useful tool.

The periodicals and periodical index are another source of valuable information. The periodicals include a complete file of the *Pioneer*, the first magazine in the state; also complete files of the *Overland*, *Hesperian*, *Hutching's*, and *Californian*. In fact, it has all periodicals of any importance ever published in the state. The periodical index contains over twenty-two thousand references to articles in magazines.

In the general collection are about ten thousand manuscripts, early mission and commercial documents; old account books, diaries, early ballots, book plates, political dodgers, et cetera; pictures, and autograph biographical cards of California pioneers, authors, artists, musicians, actors, and state officials; thousands of autograph letters of pioneers, authors, artists, actors, musicians, state officials, et cetera; several thousand pictures portraying important events and our most prominent citizens, together with wood cuts, lithographs, and reproductions of the works of California artists; six hundred or more state maps; reminiscences of pioneers; theater programs, announcements, et cetera; files of directories and files of great registers of voters of the counties back to 1867.

The special manuscript collections include the following: Sutter, Bidwell, William Heath Davis, E. W. Morse, Hendel, Bandel, Benton, Fay, Marsh, Reading, Sexton, Winchester, and others. There are also three collections of original water-color paintings of California wild flowers, and five photographic hand-colored collections.

The Sutter collection contains seventy original letters and 175 copies of originals, covering the period 1840–1861, written in French, Spanish, and English.

The Bidwell collection has four volumes of letters from the most prominent pioneers of the early days: Marshall, Reading, Frémont, and many others; diaries, account books, medals, original business papers, personal effects, early pictures, et cetera.

The William Heath Davis collection contains about three thousand commercial documents, forty account books going back into the '30's, and hundreds of letters from the business men of the entire state, covering the period 1838–1890. There is also one volume of Mr. Davis' own letters, 1844–1851. In addition there are a large number of letters from R. G. Davis, covering the period 1826–1855. R. G. Davis was a brother of William Heath Davis. He had charge of their business at Honolulu. These letters are invaluable to anyone writing the early history of trade between the Hawaiian Islands and California.

The E. W. Morse collection centers its interest around Southern California. In it are some three thousand original documents: Letters, commercial and political documents, and many items regarding the first railroad company, "San Diego and Gila, Southern Pacific and Atlantic R. R. Co.," organized in 1854; letters, 1850–1889, from prominent Southern California pioneers, *e.g.*, Bandini, Coutts, Rose, Colonel Ferrell, General Burton, J. J. Warner, Captain Johnson, Judge Ames, and many others equally prominent.

The Reading collection contains very valuable letters from the early pioneers, also documents regarding the California battalion in the conquest of California. All of the other collections are interesting also and of great value to the California department.

The Hilby collection of photographic plates is very large, containing several thousand plates. These plates were made by Mr. Johnson, a Monterey photographer, who traveled over the state in a wagon, taking views. Most of the plates, however, are of Monterey and vicinity, together with pictures of prominent people who visited that historic spot. There are also several other lesser collections of plates.

We have recently undertaken the great task of making our manuscript material available. Each letter is placed in a folder on which is given the date, place where written, the name of the writer, and to whom addressed. Then three cards are made—one for the collection in which it belongs, a chronological

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There is a constant effort on the part of the State Library to increase the resources and usefulness of the California department. Much information is given in many ways to the general public in the endeavor to preserve for the present and for the future generations the valuable historical material that is in the possession of both appreciative and unappreciative descendants of pioneers or others.

Lawyers, newspapermen, authors, state and federal officials, university instructors, and students, residents of California and tourists from other states are among those who make daily demands upon the California department. Whether requests for information are presented personally or by mail every effort is made to give the service desired. The type of information requested ranges all the way from the question that can be answered immediately to research work covering weeks and months on the part of a writer on some subject pertaining to California.

Lawyers have many times found evidence that has won their cases for them. Two lawyers from Kansas City had to prove a marriage in Sacramento in the fifties and then trace the couple through a fifteen-year residence in California prior to their reaching Kansas City. There were no records at the courthouse, so they came to the California department of the State Library. Through the newspaper index the account of the wedding was immediately located and by the use of the directories, county histories, and great registers the couple was traced through the fifteen years. Many such incidents could be cited, but this is typical.

The San Francisco earthquake and fire destroyed the City Hall with all its legal records and also all the newspaper buildings with their files of newspapers in which were printed all ordinances and official notices since the first San Francisco newspaper was published. The State Library had the only files of these papers in existence at that time and helped hundreds of people with all legal matters that would be recorded in a newspaper. Such help is still given.

A small exhibit is maintained in cases in the California department. This is changed from time to time to give variety and an opportunity to show additional material. The casual observer who sees this exhibit and the State Library cases of Californiana exhibited in the rotunda of the State Capital will doubtless get much of historical interest and carry away the idea to preserve such material either in a personal collection or by depositing it in an institution. Many, however, will need to be told of the practical as well as historical value of such a collection, through constant publicity on the part of librarians and educators.

Willis H. Kerr, librarian, Pomona College Library, and president of the California Library Association, has been granted a "sabbatical furlough" until January, 1932. Mr. and Mrs. Kerr will go to England in August to study in the libraries and museums of London, Oxford, and Cambridge until January.

Miss Marian J. Ewing will be acting librarian of Pomona College during the absence of Mr. Kerr.

At the meeting of the American Library Association at Yale University, New Haven, the last part of June, Miss Edith Gantt, librarian of the Solano County Library, was elected secretary–treasurer of the county libraries section for the ensuing year.

Notes

Physiography of Western United States, by N. M. Fenneman. McGraw–Hill Book Company. This large volume represents the results of the first attempt to gather together in a unified whole the vast amount of widely scattered literature on the land forms of the western United States. The text is accompanied by a large number of illustrations and a map showing the physical divisions of the United States. The map was prepared by the author in collaboration with the physiographic committee of the U. S. Geological Survey.

To the reviewer it seems that the author has succeeded very well indeed considering the fact that he has had to harmonize divergent views, and that, in addition, there are large areas concerning which our information is far from satisfactory.

In a broad way the author is right in saying, though in other words, that geologists look at present land forms as the final result of a long and complicated process of earth sculpture, and that they stop there; while geographers begin with land forms as they are today, using them as one of the factors in building the complex structure of their subject.

It would appear to the reviewer, however, that the student of geography, even human geography, can develop his subject more intelligibly if he understands the story of the land forms with which he is dealing. For example, how much more interesting and significant is the bold lofty eastern front of the Sierra Nevada Mountains if he understands how it was made?

To the true geographer his subject is something more than "human ecology," using the term in the sense advocated by Barrows. To develop in the fullest manner a geographic concept of land forms as one of the complex of interacting factors composing the environment of people in a given region, we must consider how these land forms came to be as they are.

The present volume is of most interest to the students of physiography and should certainly be of great value to them. It is of interest also to school geographers for it gives them the needed foundation for the proper development of their subject. In accordance with the expressed purpose of the author, to confine himself to a physiographic interpretation, the implication of the land forms for human life is referred to only incidentally. This is probably best, for the geography of the region discussed is so vast and complicated a subject that to do it justice would require a separate volume.

An adequate treatment of the geography of the western United States would be an enormous undertaking. Even a part of the area, such as that included within the bounds of California, would demand a volume to itself. This volume by Fenneman might well serve as a basis for such a work.—H. W. Fairbanks, *Glendale, Cal.*

During vacation C. A. Davis, vice principal of the Monroe School, accompanied by his wife, motored through twenty states and Canada.

Mr. Davis represented the San Francisco Federation of School Administrators and the San Francisco Federation of Teachers as a delegate to the American Federation of Teachers' national convention held in Chicago.

At the close of the convention Mr. Davis and his wife toured farther east through Michigan and Ontario to Niagara Falls. They returned through Cleveland and crossed their trail at Chicago to take the northern route through Minnesota and on to Glacier Park.

Mr. Davis is high in his praise of the Columbia River Highway and added that the 1931 Buick VIII certainly adds to the pleasure of travel.

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STATE BOARD OF EDUCATION

THE STATE BOARD OF EDUCATION met in regular quarterly session at the University of California, at Los Angeles, June 26 and 27, 1931, with all members present with the exception of Mrs. Steinhart.

The following appointments were approved:

1. Doctor Ivan R. Waterman as chief of the division of textbooks and publications.
2. L. B. Travers as chief of the division of adult and continuation education.
3. Doctor Aymer J. Hamilton as president of the Chico State Teachers College, following the resignation of President R. D. Lindquist.

The recommendations of the Superintendent of Public Instruction concerning restatement of assignment of the members of the staff of the State Department of Education were approved.

Applications for accreditation were approved as follows:

1. Occidental College, Los Angeles, for offering work leading to the special credential in music.
2. College of the Pacific, Stockton, for offering work leading to the special credential in physical education.
3. State Teachers College, San Diego, for offering work leading to the presecondary curriculum in music.

The report of the textbook committee of the State Board of Education, recommending that the board enter into a contract in accordance with its adoption of music textbooks, was approved, as follows:

WHEREAS, at the meeting held on March 27, 1931, the State Board of Education, on the recommendation of the California Curriculum Commission, adopted the music text for elementary schools up to and including grade six, but no authorization has heretofore been formally given for the execution of the necessary contracts;

RESOLVED, That to procure the music text for elementary schools up to and including grade six adopted at the meeting of the board held on March 27, 1931, the president and secretary be, and they hereby are, authorized, empowered, and directed to enter into the necessary contracts with Silver, Burdett & Co. and Ginn & Co.;

That the contract with Silver, Burdett & Co. be for the use of the copyright and lease of plates of the following named books of the "Music Hour" series for a period of four years, beginning July 1, 1931, with a reservation of the right to use the copyright and plates for a second and third period of four years, on a royalty basis, payable quarterly, as follows:

$.750 per copy for Music Hour in the Kindergarten and First Grade,
.136 per copy for First Book,
.152 per copy for Second Book,
.160 per copy for Third Book,
.370 per copy for Elementary Teacher's Book,
.450 per copy for Intermediate Teacher's Book.

That the contract with Ginn & Co., who will not grant the use of copyright or lease of plates, be for the purchase in carload lots f.o.b. Sacramento, Los Angeles, and San Francisco of the special California edition of the following named books of the "Music Education" series at the prices set opposite the names of the respective books, with a provision for an allowance of three cents (3c) for any used book of the same grade given in exchange for a new book.

Two-part Music, 48 cents.
Intermediate Music, 48 cents.
Adventures in Music, 51 cents.
Guide Book to Teachers, free to teachers.

BE IT FURTHER RESOLVED, That the president and secretary be, and they hereby are, authorized, empowered, and directed to do any and everything by them deemed necessary and proper to be done in the making of the said contracts to secure for use the music texts adopted, and that the said contracts be in such form and contain such provisions as shall be by the president and secretary deemed meet and proper.

The president and secretary of the board were authorized to enter into an agreement with Charles Scribner's Sons for the privilege of distributing the civics textbooks on hand after July 1, 1931.

The president and secretary of the board were also authorized to consider the possibility of securing new plates from Charles Scribner's Sons for the civics textbook in keeping with new demands in the field of civics instruction.

The date and place for calling the convention of County, City, and District Superintendents of Schools was set for October 5 to 9, 1931, at Riverside.

The date of the next quarterly meeting of the State Board of Education was set for October 2 and 3, 1931, to be held at Riverside.

Superintendent Kersey presented a report in connection with the recent school bus accident in Merced; and it was his suggestion that there be called into conference representatives of the insurance interests, the County Superintendents, principals, District Superintendents and the State Department of Education, and others who can be of assistance in the preparation of information that would help in connection with the program of insurance and also general regulations having to do with transportation of school pupils. Mr. Kersey proposed that during the coming year an extensive study of transportation be conducted. This plan was approved.

The teachers retirement board reported the following annuitants approved for retirement. Their respective years of teaching experience are indicated following their names. Mrs. Mary W. Ball, San Francisco, 30; Mrs. Kate S. Batty, Los Angeles, 30; Mrs. Eva K. Biedenweg, Alameda, 30; Edward Blackman, Willits, 30; William Bland, Berkeley, 30; Genevra E. Boggs, Los Altos, 30; Henrietta E. Brayton, Compton, 30; Irene Alberta Burns, San Francisco, 30; Lillian M. Clark, Los Angeles, 30; Laura Alice Collins, Los Angeles, 30; Sarah Ann Cory, San Jose, 30; Mrs. Mary Gallagher Coyle, San Francisco, 30; Emily Louise Doherty, Sacramento, 30; Charles L. Edgerton, Los Angeles, 30; James Andrew Ewing, Pasadena, 30; Eunice May Finch, Los Angeles, 30; Rosetta C. Fishburn, Pasadena, 30; Mrs. Carrie P. Fowler, San Jose, 30; Orina May Frost, Alhambra, 30; Edith May Gilmore, San Francisco, 30; Susie Haas, San Francisco, 30; Mrs. Josie C. Hearsey, Oakland, 30; Virginia D. Heath, San Francisco, 30; Gertrude C. Herd, Oakland, 30; Sarah M. Holloway, Santa Maria, 30; Kate B. Hukill, Hermosa Beach, 30; Helen M. Givens, Oakland, 30; Mrs. Mary E. Jenne, Berkeley, 30; Emily Florence Johnson, Los Angeles, 30; Margaret A. Kelley, Kelsey, Eldorado County, 30; Annette Josselyn Leonard, Alameda, 30; Rose P. Lewis, San Francisco, 30; Mrs. Jennie Irwin Loveland, Bonsall, 30; Ernestine L. Machold, Los Angeles, 30; Susan M. McFeely, Oakland, 30; Arthur Mock, Berkeley, 30; Lucy K. Moore, Long Beach, 30; Mary Elizabeth Morris, Oakland, 30; Ella Morrison, Los Angeles, 30; Mrs. Thea Marie Nash, Woody, Kern County, 30; Mamie Newby, Whittier, 30; Elizabeth Pingree, Monrovia, 30; Harriet K. Rademaker, San Francisco, 30; Mrs. Frances N. Rhodes, College City, 30; Mrs. Florence Richardson, Pasadena, 30; Minnie E. Rieder, Los Angeles, 30; Frances Louise Rogers, Los Angeles, 30; Blanche Ryan, Sacramento, 30; Mrs. Elizabeth L. Shaw, Berkeley, 30; Mrs. Emily Isabel Smith, Ukiah, 30; Mrs. Ida May Smith, Palo Alto, 30; Anna May Smullen, Stockton, 30; Mrs. Grace May Stephenson, West Los Angeles, 30; M. Belle Stever, Los Angeles, 30; Alice Stewart, Oakland, 30; Hannah G. Stewart, Oakland, 30; Kathryn E. Stone, Los Angeles, 30; Mrs. Harriett Terwilliger, Ager, Los Angeles County, 30; Clara Elizabeth Thompson, Sierra Madre, 30; Adelaide S. Turner, Manteca, 30; Arthur Grant Van Gerder, Morgan Hill, 30; Belle Wallace, Los Angeles, 30; Mrs. Lulu M. Wolcott, Los Angeles, 30; Louise Henrietta Crowe, Loma Linda, 20; Mrs. Ethel Knowles Dornberger, San Jose, 24; Mrs. Carita E. Edson, Sacramento, 23; Mrs. Cora B. Haston, Los Angeles, 24; John Harvey Littler, Turlock, 25; Agnes C. Lynn, San Francisco, 22; Mrs. Jean Louise Newman, Los Angeles, 26; Mrs. Elizabeth Young Rutan, Sacramento, 15; Mrs.

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V. Kersey, *Secretary.*

In the "Handbook for Teachers New to the System of the San Diego City Schools," by Walter R. Hepner, City Superintendent of that city, we have one of the most attractive booklets of that nature ever called to our attention. It is not only attractive as to format in its gold lettering on the blue leatherette binder for the mimeographed sheets, but the contents are of such flavor that the reader feels that the new teacher will consider the contents a warm personal message and welcome to the San Diego school system. Superintendent Hepner has a felicity of statement that gets across. The handbook includes a survey of those necessary things that every teacher should have knowledge of for the successful carrying out of his or her duties.

The Commonwealth Club of San Francisco gave the following program August 20, at the regular monthly dinner at the Elks Club:

OUR SCHOOL BOOKS

Who should select them? Who should print them?

Report of the Section on Education, by its Chairman, Charles Albert Adams, Chairman Textbook Committee, State Board of Education.

"The State *Should* Print Its Own Textbooks," by Honorable Ray Williamson, Member California Legislature; for 8 years member Assembly Committee on Education.

"The State Should *Not* Print Its Own Textbooks," by Superintendent Willard E. Givens, Oakland Public Schools; former Chairman Legislative Committee, California Association of Public School Superintendents.

"School Superintendents *Should* Have Complete Freedom in Their Choice of Texts," by Doctor Elwood P. Cubberley, School of Education, Stanford University.

"School Superintendents Should *Not* Have Complete Freedom in Their Choice of Texts," by Marshall De Motte, Member of the California Commission for the Study of Educational Problems, former Chairman Textbook Committee, State Board of Education; and former member of the State Board of Control.

He is truly great that is little in himself, and that maketh no account of any height of honors.—*Thomas A'Kempis.*

In this world a man must either be anvil or hammer.—*Longfellow.*

Courage, the highest gift that scorns to bend
To mean devices for a sordid end.
—*Farquhar.*

No, when the fight begins within himself
A man's worth something.
—*Browning.*

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1. **What is the California Teachers Association?**
   It is the one statewide professional organization in California which numbers within its membership all classes of teachers from the Kindergarten to the University.
2. **What are its aims?**
   To benefit the children of California by:
   a. giving impetus to progressive movements
   b. holding fast to that which has been found worthy of preservation
   c. improving teaching conditions
   d. protecting interests of teachers
   e. unifying the educational forces of the state.
3. **How much are the dues?**
   $3.00 each calendar year.
4. **What use is made of funds collected?**
   The funds care for:
   a. legislative programs in interest of schools
   b. annual conventions for teachers
   c. headquarter maintenance
   d. publishing and distributing Sierra Educational News.
5. **What is its form of organization?**
   It is a representative service society in which the Council of Education, through various committees, studies school problems and suggests forward movements of all educational activities.
6. **What benefits may a member expect?**
   A member may expect:
   a. a high class, professional journal every school month
   b. the service of energetic, careful teacher placement bureaus
   c. advice and assistance when needed
   d. stimulation and satisfaction from membership in a large well organized group
   e. an opportunity to serve by participation in association activities
7. **What has the California Teachers Association accomplished?**
   The Association has elevated the standard of the profession by:
   a. securing increased financial support e. g. (Amendment No. 16, Wright Act, Rural supervision, Retirement)
   b. raising standards of certification
   c. securing legislation which has protected the interests of the members
   d. preventing adverse legislation
   e. creating and promoting a definite program for better school conditions.
8. **What may be expected in the future?**
   Future programs which will include:
   a. thoughtful study of all school needs
   b. definite legislative programs
   c. research studies to develop thought and action.
9. **How many members has the organization?**
   36,507 loyal California teachers, July 31, 1930.
10. **Why should I join the California Teachers Association?**
    Because of its accomplishments. I am employed in the largest single organization in the State of California (the state school system); therefore I should do my individual part to maintain its leadership.

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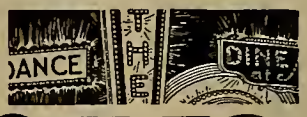

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SEPTEMBER, 1931

COLUMBUS

He gave to us our greatest lesson, "Sail on and on."

Behind him lay the great Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores,
Before him only shoreless seas.
The good mate said: "Now must we pray,
For lo! the very stars are gone.
Brave Adm'r'l, speak, what shall I say?"
"Why, say, 'Sail on! sail on and on'!"

They sailed and sailed as winds might blow
Until at last the blanched mate said:
"Why, now, not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Adm'r'l, speak and say—"
He said, "Sail on! sail on and on!"

"My men grow mutinous day by day;
My men grow ghastly, wan, and weak!"
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'r'l, say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day:
'Sail on! sail on! sail on and on'!"

They sailed. They sailed. Then spake the mate:
This mad sea shows his teeth tonight,
He curls his lip, he lies in wait,
He lifts his teeth as if to bite!
Brave Adm'r'l, say but one good word;
What shall we do when hope is gone?"
The words leapt like a leaping sword:
"Sail on! sail on! sail on and on!"

Then pale and worn he paced his deck
And peered through darkness. Ah, that night
Of all dark nights! and then a speck,
A light! A light! At last! A light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: "On! sail on!"

NOTE: Under the school law teachers are required to hold school on October 12, a legal holiday, and to teach the meaning of the day. Joaquin Miller's poem, "Columbus," is pronounced by the London Atheneum as America's greatest poem. It should be read and studied in every public school on October 12, 1931. Will appreciate notification from teachers who find of service the play, "The Floating Branch," by Howard Frederic Addleston, printed in this issue.

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What the Rural Teacher Expects of the Rural Supervisor

By MISS FRIEDA SWANSON,
Rural Teacher, Fresno County
[This paper was written under the direction of Helen Heffernan]

EARLY ONE BRIGHT fall morning, last year, the door to my schoolroom was very quietly opened, and my principal walked into my room accompanied by a guest. There was a genial smile on her lips, a twinkle of joy in her eyes as I came forward to meet my visitors. Although I had never before seen this lovely person, somehow I felt that she was a friend, a helper—some one who was to guide and cheer me on in my new field of work. A happy thrill passed through me when I thought of working with such a person. Within another second, I was introduced to the new supervisor. . . .

When a rural teacher thinks of her supervisor, there are certain personal qualities that she always wishes to associate with the supervisor. First, the supervisor must have excellent health and vigor. The supervisor's position is a strenuous one, and unless she possesses abounding health, she cannot give the service that must be rendered. She must possess poise and dignity. She must be gracious in manner. Her voice should be clear, low-toned, and firm. She is expected to be friendly, happy, and cheerful—one who possesses such a spirit to chase away gloom. She should possess a good sense of humor; for with such a priceless quality, much can be done to smooth over the rough places for both teacher and pupils. The rural teacher expects her supervisor to have courage—courage to go out into the new fields of education and attempt to put them into practice.

Enthusiasm is one of the greatest assets of a supervisor. Her enthusiastic spirit should pervade all her schools, and be caught by the teachers and pupils in their daily school life. Many heights can be reached in teaching if there is the proper enthusiasm behind the tasks to be accomplished.

Coupled with enthusiasm, the supervisor should possess sympathy and kindness. Perhaps in no other field of supervision is an understanding mind so vital as in rural school supervision. She must understand the condition of the county in general and of her own locality in particular; she must understand the handicaps the rural teacher is working under, and she must understand children. She must ever be open-minded to all the problems of the world, and she must have a great insight into human nature.

Besides the many important personal qualifications that a rural supervisor must possess, there are also many vitally important professional qualities that she must have in order to be a success in her field of work. First, the supervisor must be professionally fitted for her task. It is needless to say that she must have native intelligence, coupled with patience and industry. The supervisor must possess a tested, up-to-the-minute working theory of education, and she must be specially trained in a reliable institution for supervision.

It has been found that the supervisor, who has been a teacher herself and who has advanced into her new field of work, will make a superior supervisor because she is better able to meet the problems that arise in the classroom. This actual experience of working with teachers and pupils in a natural school situation will do much to prevent the feeling of awkwardness between supervisor and teacher.

The rural supervisor should be democratic, coöperative, and progressive in her field of work. The rural teacher values the supervisor who possesses such rare qualities coupled with good judgment, earnestness of purpose, and tactfulness in work and guidance. The rural teacher looks for a rural supervisor who is stimulating in her leadership and who possesses the highest teaching ideals. Such qualities will ever be shining jewels in the memory of a teacher if her supervisor can lead her on to better teaching and to higher ideals in her profession.

The "We" spirit should exist between rural teacher and rural supervisor. If a spirit of helpfulness and friendliness exists between supervisor and teacher, a progressive program will be carried out during the year.

As a preparation for the year's work, it is well for teacher and supervisor to have an informal meeting, at which time they can go over the course of study and its objectives together. Then the daily program must be mapped out so as to best fit the course of study and the pupil's needs. Who can do this better than the supervisor? At this time it would be well for the supervisor to suggest sources of materials which the teacher will need for various subjects. Suitable projects and tests might also be discussed.

If the teacher has any problems relating to room organization—seating, decoration, sanitation, or lighting—she can expect much help from her supervisor.

The rural teacher looks for assistance from her supervisor in the guidance of superior and retarded children. Special classes must be started and special work must be carried out for each individual child. The supervisor, with her wealth of ideas and knowledge in regard to such cases, will be a great source of information to the rural teacher.

Special health problem cases of children are soon detected by the teacher in the classroom and in the physical examination of each pupil. As early as possible, the teacher should make a survey of her district to determine if there are other special cases in the homes which should be cared for by specialists. If she is not certain as to the correct references for child specialists, her rural supervisor is sure to know. Together they can do much toward changing the future life of many crippled or ill rural children.

The guidance of the supervisor in playground suggestions is highly important. If a new piece of playground apparatus is to be purchased, the rural teacher can expect many suggestions as to the best and newest and most scientific equipment for an up-to-date playground. Other suggestions as to planning and beautifying the school grounds will be obtainable from the supervisor.

The progressive rural teacher will look for many suggestions in enriching her teaching procedure. Very early in the term, the teacher expects the supervisor to study her at her work and the pupils at their work. For with a real study of the situation the supervisor will be able to do much to aid her. "There is no su-

pervisory activity that demands better judgment, greater insight into human nature, and more skill than this of ascertaining the true situation and leading the teacher to improvement." (C. J. Anderson, "Visiting the Teacher at Work," page 37.) Here lies the real duty of the supervisor!

Following such a period of observation, a private conference should be held between teacher and supervisor. The truly progressive teacher wants to know the truth about her teaching—she expects to be told by her supervisor. This little conference should be most friendly in atmosphere. The kindest and most professional spirit must prevail. The teacher expects not merely praise, but she expects actual help. She expects criticisms to be based on aims and principles of education. Here is the correct time for the supervisor to increase the professional skill of the teacher. If her methods are not correct, the teacher wants to be corrected *now*. If there is any way in which time and effort can be saved, both for teacher and pupil, she expects to be told. The teacher realizes that the supervisor is more than a judge—"she is the helper, the servant, the source of comfort." (C. J. Anderson, "Visiting the Teacher at Work," page 41.) Herein lies the real and future success of the rural teacher. Rural school supervision, therefore, is the training of rural teachers in service.

The teacher expects the supervisor to visit her as often as possible and follow-up conferences should be held each time, so that the teacher can feel assured that she is progressing in the right direction.

The teacher expects the supervisor to hold frequent instructional group conferences. At such a time, several school districts may meet in one central place. Coöperative study and discussion groups should be carried on. Problems, common to all the schools at the meeting, can be discussed. The supervisor can, at such a meeting, keep her teachers informed as to the latest developments in education—in their county, state, and nation. Here an exchange of ideas can be carried out in a friendly and social atmosphere. Such a group might also meet for curriculum study. If possible, the teachers would welcome a class demonstration. Such a class demonstration, however, should be held in the pupils' own room so that no new surroundings will interfere with the class procedure. Such a demonstration lesson will offer excellent material for later discussion and comment by the group.

The rural teacher expects her supervisor to take over her class when requested to do so. However, the teacher should not expect this to be done until the supervisor is acquainted with the teacher's procedure, with the class in general, and only when sufficient notice has been given so the supervisor may be adequately prepared. This demonstration would offer an excellent opportunity for the teacher to see good teaching. It would also offer her a chance to study the reactions of her pupils. New methods of teaching are thus presented before the eyes of the teacher. She will also make note of new ideas and clever methods of handling the class. At such a time the teacher can set her ideals and standards higher. A demonstration lesson by the supervisor is the best means of teaching a new practice.

The rural supervisor is expected to help make the teacher feel "at home" in her situation. This is especially necessary if the teacher is new in her position or if she is an inexperienced teacher. The good supervisor can spare the new teacher many unhappy, weary hours by her efforts. The rural supervisor should also help the new teacher to establish the important community relationships. If necessary, she will help the teacher by making suggestions to trustees.

The progressive rural teacher expects her supervisor to keep regular office hours, especially on Saturday, so that she may seek additional help. At the supervisor's office the rural teacher expects to find excellent samples of instructional material, seatwork material, new and clever aids in teaching, and copies of the newest and most helpful books on teaching, along with the latest textbooks that have been published. If space permits in the supervisor's office, it would be fine to have an exhibit of good classroom, project, and activity work. Thus the teacher will have an opportunity to see, in part at least, what other schools are doing. The teacher can get much help from these informal office visits. Regular bulletins should be sent out to the teacher, informing her of the latest suggestions and helps in teaching, the new books, and the latest work on display.

The teacher may expect aid from the supervisor in the formation of clubs and other organizations within her school. The teacher may also expect help in giving intelligence or standardized tests. Problems of promotion often arise, and again the supervisor will be able to offer a helping hand. The rural teacher expects much help in building up her school in general. She looks for the supervisor to "work constantly toward the coördination of the rural school with the central powers of the educational system, thereby strengthening the weak places in the organization and rendering it possible for the educational opportunities of rural children to be made more nearly equivalent to those provided for city children." (A. Reynolds, "Supervision and Rural School Improvement," U. S. Dept. of Interior, Bulletin No. 31, 1930, page 1.)

The teacher in the rural school expects to work harder each year; but the work will be more interesting and a greater satisfaction will result in what is accomplished, all because the rural supervisor has helped her to become a better teacher and the children have become better pupils. The teacher expects supervision to be creative supervision; for such supervision "sets the stage, controls the environment, stimulates the imagination, furnishes the inspiration, and checks carefully the mastery of the essentials, doing for the teacher what it would have her do for the children." (W. F. Beatty, "Creative Supervision," *Educational Method*, May, 1931, page 464.) Such supervision plans rather than dictates.

The rural teacher looks to the supervisor for help in preserving and enlarging her personality. She looks to the supervisor for aid in gaining control of teaching technique, desirable skills, and usable knowledge; and she looks for aid in forming such habits of thinking, feeling, and doing as will result in desirable professional attitudes and appreciations. In these tasks the supervisor and teacher are coworkers on common problems. Each stimulates the other to better effort. But the teacher looks beyond her own interests, for she knows that expert rural supervision will also secure for the children better opportunities for normal growth and a stimulation of community interests by coordinating school and home activity in wholesome ways.

The rural teacher looks forward to the day when the rural supervisor, after having determined the value of her services, professional growth, and high ideals, will offer her a chance of promotion. The progressive rural teacher knows there are great possibilities in the rural field, and she wants to grow to the place where she can render to society the greatest services of which she is capable. To this end, the rural supervisor can do much for the rural teacher.

Finally, the rural teacher looks to the rural supervisor as a great source of inspiration. Proper inspiration, on the part of the supervisor, will renew the effort of the discouraged teacher and will stimulate the superior teacher to increased efficiency. Inspirational supervision will aid in bringing about self-activity and growth impulses in the teacher. It develops interest, enthusiasm, and the will to do. Supervision with inspiration furnishes an atmosphere which will continue to be effective in the absence of the supervisor.

After a real supervisor has left, and the door closes quietly behind her, the teacher who has been visited will feel happier than she did before. She will feel resolved to do better and to be better because she can now see clearly "how, when, and why."

When the last day of the year's work is over and teacher and supervisor are looking back upon the happy experiences they have had together, and the problems conquered together, they will end the school term with happy hearts and with eager thoughts for another profitable year when school opens in the fall.

Together, teacher and supervisor will quietly close the door of their schoolroom, sincerely knowing that all in their power has been done for the betterment of their rural boys and girls—that life for them will be a little better, a little happier, a little more meaningful—because teacher and supervisor have worked together for America's greatest asset—her *rural children*.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

California, North and South, this September 9 celebrated the eighty-first anniversary of the birth of the state with more than usual pomp and display. Los Angeles on that date was in the midst of a fiesta in commemoration of the founding of the city one hundred and fifty years ago—the most colorful and magnificent in parades and festivities of this century. With the glamor that is of the movies, the appearance of Parlors of the Native Sons and Daughters of the Golden West in costume, electrical parades, the spirit of Old Spain lived anew in dress and song and music.

At Sacramento the state fair from September 5 to 12 was the site of one of the greatest displays of agricultural products yet assembled in the West. A three-million-dollar stock show filled two huge pavilions. Educational displays showed the various activities of schools, rural and urban, of California, though it was noted that practically all of the exhibitors were from schools north of the Tehachapi. The horse show was stated to be one of the finest exhibitions of horse flesh in the United States.

Why the state fair is more representative of Northern California than of the whole state perhaps runs back to the time when the sons and daughters of the pioneer movement of '49 dominated the state. Now with the tremendous influx of eastern population into Southern California the north still remains more truly Californian because the roots of the people are based upon Californian soil, while the thoughts of the people in the southern part of the state gravitate toward the old home lands in the Eastern states.

Charles A. Moore has been elected to the principalship of the Herbert Hoover Junior High School, Albany. Mr. Moore is a graduate of the University of California of the class of 1920. His record as a schoolman includes two years as teacher in the Orland High School, one year as principal of the Cedarville Union High School, and four years as Superintendent of the Sumas Schools, Washington.

Will E. Wiley, District Superintendent of the Lodi Grammar Schools, starts the new school year with practically the same faculty as last year. In Lodi the number of transient students is on the decrease.

We visited Ansel S. Williams on the opening day of the fall term. Things were so quiet and peaceable that we thought school had been in session for several weeks. Mr. Williams certainly has an efficient corps of teachers, principals, and assistants to have things working so smoothly. We would that all schoolmen were so efficient.

C. A. Fylling has been elected to the District Superintendency of the Oroville Grammar Schools. Mr. Fylling attended the St. Olaf College at Northfield, Minn., and then graduated from the Chico State Teachers College in 1923. Mr. Fylling has been employed in the Oroville schools since graduation as teacher and principal. For two years he was principal of the Burbank School and for four years at the East Side School. The Oroville system consists of three schools in six buildings. There are thirty-four teachers and around 1050 pupils.

The Marysville grammar schools, under District Superintendent Walter R. Kynock, have been designated as activity demonstration schools by Miss Helen Heffernan, chief, Division of Rural Education. Mrs. Lillian Lamoureaux has been appointed supervisor of curriculum for the system and will develop a new course of study this coming year.

Miss Ruth Nelson of the Anna Yates School, Emeryville, has been appointed by Superintendent John H. Napier as examiner of new elementary books for the Emeryville schools.

Miss C. B. Cameron, Assistant Superintendent of the Richmond City Schools, has been connected with the educational system of that city for twenty years. For the last three years Miss Cameron has been in her present position as Assistant Superintendent. Her experience previously covered the entire gamut of educational activities as teacher of several grades, supervisor of art and then of penmanship, and a general supervisorship. Miss Cameron is a graduate of the San Francisco State Teachers College.

A. Keim, Pomona College graduate of 1922, has been for several years a successful principal of the Marin School, Albany, California.

John Franklin West, Superintendent of the Albany City Schools, is running his elementary schools on half-day session pending the completion of additions to the two elementary schools—the Cornell and the Marin. These additions were made possible by a recent $134,000 bond issue. The Cornell School addition is scheduled for occupancy the first of October and that of the Marin School the first of November. The increase in the Albany enrollment this year was in the neighborhood of 25 per cent. The Albany schools have a registration of sixteen hundred pupils.

It would be truly educational if every Northern Californian should travel over the great southland and *vice versa* if every Southern Californian could see the vastness of the lands north of the Tehachapi. Sectionalism should have no place in the Californian scheme of things.

K. P. Glines, principal of the Cornell School, Albany, has arranged for Harr Wagner, editor of The Western Journal of Education, to present his address on "Joaquin Miller" to the Rotary Club of Albany.

R. L. Crane, District Superintendent of Daly City and Colma Schools, has the largest enrollment of pupils in the history of those districts, totaling over sixteen hundred pupils. Only one change was made in the faculty this past year and that was because of a person leaving to enter business, who was replaced by Delmar Mathews as teacher of manual training. Of special importance is the work in the band, which is done under the guidance of Harry Waters, who divides his time between the Jefferson Union High School and the Daly City and Colma Schools. The building problem is becoming acute in Mr. Crane's districts, and there is a possibility of the necessity of a bond election for new buildings sometime in the future.

J. F. Prestwood, District Superintendent of the Sonoma Grammar School, is a Native Son and a graduate of the Sonoma High School in 1896. For more than twenty years Mr. Prestwood has dominated educationally as a leader in Sonoma County, as a member of the County Board of Education, and as head of the Sonoma Grammar School. During the past year the attendance of his school reached an average daily attendance of 328 pupils. This past summer important playground improvements were made, consisting of two double tennis courts and two basketball courts. Other playground facilities include two handball courts, soccer field, and baseball field. The school employs nine regular teachers and special teachers in music, physical education, and manual training. The auditorium is made a center of school

activities. Class plays and entertainments are here given under the entire direction of the students. During educational week each class has demonstration of special projects for the visiting people.

DAVID M. DURST has assumed charge as the new Superintendent of Schools at Petaluma. Mr. Durst comes to his new position with a wealth of experience garnered through twenty years of work in the high schools of California as teacher and principal. A graduate of the University of California in the year 1912, Mr. Durst became acquainted with Sonoma County conditions by teaching a year in the Sebastopol High School. The next position was in Susanville, where he was principal of the high school for six years. The following seven years found him head of the Orland High School. Then four years ago Mr. Durst came back to Sebastopol as principal of that institution, from which position he was taken to be Superintendent of the Petaluma Schools. During his executive career Mr. Durst has made a reputation in the handling of the finances of the various schools in his charge and has always been noted for the smoothness of the functioning of his schools. At Petaluma Mr. Durst is taking hold where former Superintendent Bruce H. Painter left off, and he hopes to continue building the schools up in the same forward-looking way. The Petaluma system is comprised of one senior high school, one junior high school, two branch junior high schools at Cotati and Penngrove, and four elementary schools.

E. E. CAVE, Superintendent of the Vallejo City Schools, is furthering a bond campaign for $230,000 that will be voted upon September 29. The money if voted will be used for the construction of a new junior high school building. The present Vallejo George Washington Junior High School, under the principalship of J. P. Utter, has reached an enrollment of 763 students and is trying to maneuver in a plant of 450 capacity.

MRS. HEDWIG SPOILEDER has been secured by Superintendent A. W. Ray of Mill Valley to handle the speech correction work of the system's schools. Mrs. Spoileder has been trained in the work in Europe and has studied under Mrs. Mabel F. Gifford, chief of Bureau of Correction of Speech Defects of the State of California.

THE VALLEJO SCHOOLS have enrolled 3004 pupils this fall.

THE CONTRA COSTA COUNTY schools, under the direction of William H. Hanlon, County Superintendent of Schools, have for years been outstanding in California. Among them the Concord Grammar School is one of the best in the agricultural sections of the county. For the past three years W. D. Hill has been District Superintendent of this school. With an enrollment of 575 pupils, including kindergarten, a teaching corps of sixteen, a progressive educational program has been carried on. The school plant is constructed on a five-acre site and is of the unit type. There is an attractive unit of offices and classrooms built in mission style with outside corridors, an auditorium separate from it that is the community meeting place for entertainments, meetings, and dances, and in addition several one-room bungalows for classrooms and an individual building for the kindergarten, most attractively furnished for that activity. The cafeteria feeds some three hundred each day and is built under the auditorium. A modified activity program is in operation. Of more than ordinary interest is a nature project carried on by the school. A garden with fish pond was constructed by the pupils, and the nature course of study was built around the many specimens included in the garden and pond. The experience of Mr. Hill has been varied in California for the past twenty years. His educational training has taken him from Carbondale, Ill., to Chico State Teachers College and to the University of California. For many years Mr. Hill was head of the schools of Alturas, Modoc County, Cal. Previously, before coming to Concord, for four years he was principal of the intermediate school at Reedley.

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On the Carquinez Straits in Contra Costa County is Crockett, the home of one of the great sugar refineries of the country, that refines the sugar brought to it in ships from the Hawaiian Islands. Here, again, are most interesting schools in an industrial community. W. H. Weslar is principal of a three-quarter million dollar high school plant that runs night and day. The continuation program of education developed by Mr. Weslar is considered one of the best in the United States for a city of its size. The grammar school is in the care of George Johnson, District Superintendent, who has been in charge since 1913. The Crockett Grammar School, built several years ago at a cost of $285,000, is kept in such condition that it has the appearance of a new building. Set in grounds beautifully landscaped, the structure makes a most pleasing impression upon a passerby from the highway that runs past the school. This building has twenty-four classrooms and offices. The domestic science department is one of the features of the school. Here in a large room with soft green walls are individual kitchens equipped with pure white cupboards, stoves, and tables. The sunshine room is one of Mr. Johnson's pet hobbies. Here in a room equipped with violet-ray glass are cots for those children undernourished or anemic that need rest periods each day. On sunny days the patients lie out on a sun porch that joins this room. These children are in charge of a regular nurse who has her office in this school and cares for the high school pupils as well. The Crockett Grammar School handles seven hundred children with a corps of twenty-seven teachers. Mr. Johnson has had the honor of being a member of the Contra Costa County Board of Education since 1916.

South San Francisco, the industrial city, is proud of its grammar schools that for the past eighteen years have been under the supervision of District Superintendent A. C. Kleemeyer. The twenty-nine teachers in service in these schools employ the latest approved methods of education. A new building completed several years ago has several features that set it apart from the usual run of Western school structures. One of them is a huge playground basement that will handle the hundreds of pupils. The fact that South San Francisco has very severe winds a great deal of the time makes this indoor playground a necessity. The kindergarten is a distinctive unit though it is part of the main building. It has been so arranged that the kindergarten opens out upon its own playground, separate from the rest of the grounds. The kindergarten room is most attractive with oil paintings upon the walls of Mother Goose motifs. These illustrations were painted by Coleman Cohen of San Francisco. A large auditorium that seats eight hundred pupils is the scene of motion-picture classes. A dental clinic and nurse's room is in use. The cafeteria furnishes food to the pupils at cost. A band has been one of the school's high points. This band is trained by Charles Sellick, who in addition handles physical education and manual training.

Walter C. Patchett has been promoted to the principalship of the Santa Rosa High School. Mr. Patchett is a Native Californian but a graduate of the Oregon Agricultural College at Corvallis, Ore., of the class of 1922. For the last four years Mr. Patchett has been head of the agricultural department and head of the vocational department of the Santa Rosa High School. Previously he had spent five years as teacher in the same school.

O. F. Staton, Superintendent of the Sonoma County Schools, does things educationally. One great aid to his program is the efficiency of his three general supervisors—Mrs. Estelle C. Close, Miss Jane Ward, and Miss Lynda Yageman. These three divide up the general supervision work among themselves, which allows each forty-three schools. At the opening of school each supervisor holds a section meeting among her group of schools, discussing the problems of the new year. These meetings are continued throughout the year. It is the intention of the supervisors to visit new teachers eight times a year and the remainder six times, in addition to Saturday morning conferences. One of the features of the county organization is the handling of the book exchange, which was organized by Miss Jane Ward two years ago. Each school in the county according to teacher rating contributes a certain amount to a book fund. This money is spent by the supervisors for supplementary sets, which they send around to the various schools. Sonoma County does not have a county library and thus this service is called for.

O. F. Staton, Superintendent of the Sonoma County Schools, has set October 14, 15, and 16 as the time of the annual county institute to convene in Santa Rosa.

A. W. Ray, District Superintendent of the Mill Valley and Sausalito Grammar Schools, has had much progress this past year. At Sausalito some $34,000 was spent for playground improvements. This money in part was secured by the selling of a $27,000 bond issue for a premium of $3,000. With two schools on hillsides, the playground improvements consisted of grading, building retaining walls, fencing the grounds, turfing the fields, and putting in playground apparatus. These improvements were made under the direction of Horner B. Pack, supervisor of San Francisco playgrounds.

In Mill Valley the State Department of Education of California, under the direction of Andrew P. Hill, Jr., chief, Division of Schoolhouse Planning, completed a building survey at a cost of $275. In this report the Mill Valley schools were considered from the following points: (1) Geographical situation; (2) pupil growth and growth trends, and the relation of pupils to present school plants; (3) adequacy of present school sites and buildings; (4) the educational program in Mill Valley as it is related to the proposed building program; (5) financial ability, school costs, and tax rates; (6) recommendations.

The recommendations were that four schools be reduced to three, that two old wooden school buildings be replaced by a modern building, that this building be built from the proceeds of a $100,000 bond issue to be voted upon.

In an analysis of per capita costs of educating pupils in the Vallejo elementary and secondary schools, Superintendent E. E. Cave has found that they are among the lowest of the schools of Solano County.

The Redwood City Schools have for five years been under the Superintendency of John Gill. In that time they have continued to improve in enrollment, buildings, and instruction. In 1925 the average daily attendance was 1286 and in 1930 1581. The opening enrollment of 1930 was 1572, while this fall (1931) it was 1713. The McKinley School built some three years ago is one of the most attractive of the system's schools. At present, construction is being undertaken from the funds of an $85,000 bond issue that was passed June 3 last with a vote of 400 for to 24 against. This construction consists of the Eagle Hill School, a six-room building on a 7¼-acre site in the southwest section of Redwood City, that is building up rapidly. Further work is the adding of two rooms and kindergarten to the Garfield School and an auditorium to the Washington School. Redwood City is one of the most delightful cities down the peninsula, and Mr. Gill is providing an educational system that is outstanding in its achievements.

In the making of a school system time is a predominant factor. Walter L. Bachrodt, Superintendent of the San Jose City Schools, is starting his second decade as head of the San Jose schools. Ten years ago Mr. Bachrodt entered upon his new position from Stanford University with meager experience behind him, but with the recommendation of Professor Cubberly of Stanford University. These last ten years have proved the correctness of Doctor Cubberley's judgment. Mr. Bachrodt has more than made good—he has become an outstanding Superintendent in California and a strong leader in the California Teachers Association. Tremendous physically, Superintendent Bachrodt has accomplished great things educationally.

San Jose is the queen city of the wonderful Santa Clara Valley with its miles upon miles of fruitful orchards and wooded hills. San Jose now has a school population of thirteen thousand pupils, excluding a great night school enrollment. Five hundred

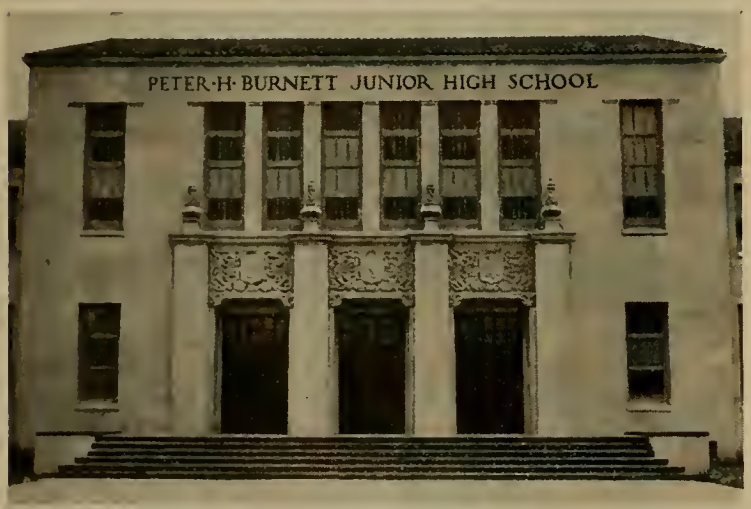
and sixty teachers are employed in one senior high school, four junior high schools, and thirteen elementary schools.

A building program of proportions has been occupying Superintendent Bachrodt's time during this last year. In November, 1929, a bond issue for $1,240,000 was passed. Out of these funds the following constructions have been made: A cafeteria has been added to the Woodrow Wilson Junior High School; a cafeteria, shops, four domestic science rooms, six classrooms, gymnasium, and swimming pool have been built at the Theodore Roosevelt Junior High School; and two complete new junior high schools have been constructed.

These two new junior high schools are the Herbert Hoover and the Peter H. Burnett. The Peter H. Burnett was named after the first Governor of California, a San Jose citizen, and the site of the school is near the first buildings erected in San Jose under Spanish rule. The San Jose City Board of Education has promoted W. P. Cramsie to the principalship of the Peter H. Burnett Junior High School, and Roy Thompson to the principalship of the Herbert Hoover Junior High School. Both these men have had successful careers in the San Jose schools as elementary principals.

Further, there has been built the Anne Darling Elementary School, named in honor of Miss Anne Darling, who for thirty years was Deputy Superintendent of the San Jose Schools. The old worn-out Gardner School has been completely replaced by a modern sixteen-room structure and a 44-acre site has been bought to be used for the campus of a future high school.

An improvement in the head office facilities has been made by removing the Superintendent's offices to the Lincoln School at 408 Almaden. In this building the basement has been made the warehouse for the city schools, and a portion of the first floor has been fitted into offices for the business department, supervisory forces, Assistant Superintendent, and Superintendent. The storage department has rooms set apart for janitors' supplies,



school supplies, art supplies, a carpenter shop, and a circulating library of twenty-seven thousand books.

Much has been accomplished educationally in a new course of study work for the elementary schools under the direction of Assistant Superintendent A. H. Horrall. For the past two years Mr. Horrall has had teacher subject committees working upon new courses of study. These have been completed and are very finely done with definite assignments for work to be accomplished in the various subjects. Each teacher in the San Jose elementary schools has these courses of study given to her in a folder so that their use is facilitated.

The night school program of the San Jose schools, under the direction of David L. MacKaye, director of the department of adult education, is a varied and useful one that covers about the whole range of human activity.

In the teaching of citizenship the San Jose city schools are doing much. As an aid in this instruction they have published "Self-Help Series," one hundred easy lessons for beginners in English, by Alice Merle Shiras, to be used in their classes. The copyright is 1931. Alice Merle Shiras is instructor in the school for foreign born of San Jose.

MISSION INN, RIVERSIDE, CALIFORNIA

FRANK MILLER, *Proprietor*

HONORABLE VIERLING KERSEY, Superintendent of Public Instruction of the State of California, has called the City, County and District Superintendents and rural supervisors to meet in convention at Riverside with headquarters at the Mission Inn. Date—October 5 to 9. The Mission Inn with its literary and historical background is fascinating in its appeal.

GREAT WRITERS like Henry Van Dyke, Joaquin Miller, Zona Gale, Harold Bell Wright, John McGroarty, and Carrie Jacobs Bond have enjoyed Frank Miller's hospitality and have been inspired to write by the beauty and attractiveness of the environment. David Starr Jordan, Nicholas Murray Butler, W. T. Harris, President Roosevelt, President Taft, President McKinley, and hundreds of others have traveled far to enjoy the Mission Inn and the personal friendship of Frank Miller. It is one of the few places in the world that has blended the *Castles of Spain* with the visions of the future, both in architecture and personal charm. The members of the convention will be especially interested in the cloister, the Spanish wing, and the St. Francis Chapel addition, which illustrate the architecture of California, Spain, and Mexico. The cloister resembles Carmel Mission and contains the music room with the Kilgen cathedral organ, the St. Cecelia oratory, cloister art shop, Alhambra suite, and cloister bedrooms. The Spanish wing houses the Spanish art gallery, Spanish suites and rooms of the writers. The St. Francisco Chapel addition is 330 feet in length and contains the chapel, new art gallery, oriental rooms, rotunda, additional suites, as well as turkish baths, sun baths, offices, and shops.

HENRY S. VAN DYKE, reveling in the delightful environment of the mission, wrote this poem April 2, 1927, entitled

Dear California

How bridal thy beauty, O dear California;
How lovely and fragrant, how rich and how rare!
A virgin arrayed for the day of her wedding,
Thy face is aglow and thy garments are fair!
With snow on thy mountains,
With gold in thy fountains,
Green fields at thy feet, orange bloom in thy hair,
Thou greetest the Sun as thy lover and bridegroom,—
No land that he looks on with thee can compare.
Thy pines of the north are majestic in measure,
Thy palms of the south are a joy to the sight,
Thy wheatfields and orchards are fertile in treasure,
Thy stars are like gems on the forehead of night.
Thy children adore thee,
Thy God watches o'er thee,
To bless thee and keep thee and guide thee aright.
Be great in thy labor and glad in thy pleasure,
O loved California, our pride and delight!

FRANK MILLER has not only been the master of the inn as well as its creator, but has been noted for many interesting activities. He took the initiative to secure the federal Indian school for Riverside, the citrus department of the University of California, and the restoration of the historic California missions. He made a shrine out of Mount Rubidoux and has given initiative to the institute of international relationship. Educational people will be interested to know that he was the first to propose the name of Edward Hyatt for State Superintendent of Public Instruction. The Mission Inn reflects the spirit of Frank Miller, the host, and that of the hostess, his sister, Alice Richardson, and during the week of October 5 the visitors will know and understand the hospitality, the good cheer, and the charm of an idea as realized by the Master of the inn.

A TRIBUTE TO JOHN W. LINSCOTT

By J. D. Sweeney

Another of the veteran guard has departed in the death of John W. Linscott. When the writer as a mere boy began school work, Brother Linscott was then a soldier of long service. Along with such men as Job Wood, Samuel T. Black, J. W. McClymonds, D. T. Bateman, O. E. Graves, Edward Hyatt, not to mention others, he was a leader. Now practically all have answered the roll call of the Great Teacher and we are losers. But we have been fortunate in having had such men as our leaders. We recall the fiery, snapping eyes of J. W. when he threw his heart and soul into some subject. The writer also came into contact with him when he was at the head of the Odd Fellows of the state, making a great record as Grand Master.

Now he is gone, a prince in Israel, a man of sterling Christian character, a friend of those who knew and loved him. His was a wonderful record with more than half a century of service in one county. We extend to his family our sympathy as well as an appreciation of the work done by this leader of men in school work. May his tribe increase.

THE SILVER CORD

San Francisco and vicinity is fortunate in having Laura Hope Crews, formerly a San Francisco school teacher, at the Columbia. Her production of "As Husbands Go" was an enjoyable success and now Sydney Howard's comedy-drama "The Silver Cord," is equally enjoyable and delightful. Miss Crews toured for two years in "The Silver Cord" under the direction and sponsorship of the Theater Guild. This is her first appearance in this play in San Francisco. Kay Johnson, who starred here recently in "Tomorrow and Tomorrow," is playing the part of Christina. The Columbia Theater management can be depended on for artistic and pleasing productions, and it has contracted for some very fascinating productions for the fall and winter season. This is the one theater in which so many of the old traditions of San Francisco still prevail. J. J. Gottlob, who began his career in the old Bush Street Theater over forty years ago, has been the active manager of the Columbia for over thirty-five years, and Ralph Pincus has been associated with the Columbia since the days before the 1906 fire, when it was located on Powell Street, near Market. Although the Columbia has had several changes in its location, its high standards and personnel have remained practically the same—a record that is seldom obtained in theatrical affairs.

On September 29 the Columbia Theater will present "Girl Crazy," which will run for several weeks. The musical score is by George Gershwin. The scenes of "Girl Crazy" are laid in Arizona and at Coronado, and is presented with all the colorful atmosphere of the West, with its cowboys, cowgirls, etc. The two principal characters are Adele Rowland and Bobby Burns Berman, with a cast of seventy-five. The singing and dancing chorus of fifty adds much gayety to the performance. This play is staged by Lillian Albertson.

Journal of Education,
Boston, Mass., August 28, 1931.

Harr Wagner, Harr Wagner Publishing Company,
San Francisco, Cal.

My Dear Wagner: The Corwin Science Series greeted me upon my return from a brief vacation and I have been reveling in the enjoyment of them, and have written an appreciation of them which will be in print soon. I have boiled it down to a readable length. It is impossible to put in type my admiration of these books which are blazing a new trail in school science.

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ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

CITY, COUNTY, and District Superintendents, rural supervisors, bookmen, their wives, and husbands, are looking forward to a great educational week in the restful environment of the Mission Inn during the convention week October 5 to 9. Honorable Vierling Kersey is planning a program of unusual value to school administrators.

STATE SUPERINTENDENT KERSEY has announced plans for a relief program of thirty-five hundred unemployed teachers in California. Problems to be considered are as follows:

1. To determine extent and seriousness of unemployment among teachers.
2. Locate centers of unemployment distress.
3. Make recommendations for immediate relief of teachers in need of aid.
4. Consider possible elimination of multiple assignments of teachers so work may be distributed to greater numbers.
5. Advisability of discontinuing emergency credentials so positions may be filled by thoroughly trained and certified teachers rather than those with emergency credentials.
6. Part time and temporary employment of a nonteaching character.
7. Placing of teachers in other types of work.

Mr. Kersey has appointed the following committee from members of the State Department of Education staff: Sam H. Cohn, Deputy State Superintendent; Nicholas Ricciardi, chief of the Division of Secondary Education; Miss Helen Heffernan, chief of the Division of Elementary Education and Rural Schools; and Mrs. Evelyn Clement, chief of the Division of Teacher Training and Certification.

The Northern California committee included: O. S. Hubbard, City Superintendent, Fresno; J. M. Gwinn, City Superintendent, San Francisco; W. E. Givens, City Superintendent, Oakland; L. W. Smith, City Superintendent, Berkeley; W. G. Paden, City Superintendent, Alameda; Walter T. Helms, City Superintendent, Richmond; W. H. Hanlon, Contra Costa County Superintendent; J. B. Davidson, Marin County Superintendent; Miss Pansy J. Abbott, San Mateo County Superintendent; D. E. Martin, Alameda County Superintendent; C. C. Hughes, Sacramento City Superintendent; Roy W. Cloud, executive secreary of the California Teachers Association; Earl G. Gridley, manager of the placement division, California Teachers Association; Mrs. Mary L. Cheney, appointment secretary, University of California, Berkeley; Doctor A. C. Roberts, president of the San Francisco State Teachers College.

Personnel of the Southern California committee follows: L. E. Chenoweth, City Superintendent, Bakersfield; Walter Hepner, City Superintendent, San Diego; Frank A. Bouelle, City Superintendent, Los Angeles; John Sexson, City Superintendent, Pasadena; Melrowe Martin, City Superintendent, Ventura; W. L. Stephens, City Superintendent, Long Beach; Percy R. David, City Superintendent, Santa Ana; Emmett Clark, City Superintendent, Pomona; A. R. Clifton, Los Angeles County Superintendent; Ray Adkinson, Orange County Superintendent; E. E. Smith, Riverside County Superintendent; Robert L. Bird, San Luis Obispo County Superintendent; Paul E. Stewart, Santa Barbara City Superintendent; F. L. Thurston, California Teachers Association, appointment bureau, Los Angeles; Roy W. Cloud, executive secretary, California Teachers Association; Marvin L. Darsie, dean of the University of California at Los Angeles; C. L. Phelps, president, Santa Barbara State Teachers College.

THE MISSION INN during the week of October 5 will have memories of other days for the Superintendents who have escaped political and automobile accidents and survived the ills that flesh is heir to.

WE REMEMBER when E. P. Clarke, editor of *Riverside Press*, the veteran member of the State Board of Education, gave an address on education at the time State Superintendent Hyatt held his first convention in Mission Inn. And G. P. Morgan of Tuolumne gave a solo performance. It was at one of these conventions that I heard the story of how the builders of Tahoe Tavern commissioned Frank Miller to go to all the fine resorts in the Alps and study hotels so that they could have the latest and best advice on building one at Lake Tahoe. Seated one day on a bench in the spacious grounds of a hotel in Switzerland, he engaged in conversation a well-seasoned tourist. Miller said to him, "Have you in your travels visited any resort hotels that I should visit in order to get ideas and suggestions for a resort hotel at Lake Tahoe in California?" The man not knowing that he was talking to Frank Miller, the builder of Mission Inn, replied, "Well, I have traveled in all parts of the world and have been a guest at practically all the outstanding resort hotels, but have never seen any one as attractive as Mission Inn at Riverside, Cal. I would advise you before building to go to Riverside and see the Mission Inn." And Mr. Miller, blushing modestly, said to the man, "That will not be necessary as I am the builder and the owner of Mission Inn."

During another convention Harrison Gray Otis of the Los Angeles *Times* was a guest of the Mission Inn. Early one morning Doctor Frederic Burk, sitting in the lobby near General Otis, observed that the Los Angeles *Times* had been carefully folded and laid by the side of the General's chair. Doctor Burk leaned over and said, "General, may I borrow your paper for a few minutes?" and the General replied gruffly, "No, sir, but here is a nickel. Go buy one if you wish to read it." Doctor Burk always enjoyed telling this story on himself.

BOOKS AND NOTES of the Los Angeles County Free Library, Helen E. Vogelson, county librarian, for July, 1931, contains "El Pueblo and Its Neighbors, Los Angeles in Three Centuries." Pages 129–135 contain a very complete list of books, the content of which contains the historical background of "El Pueblo and Its Neighbors." History, fiction, missions, industries, trails, etc., are all classified, and an intelligent description of from five to ten lines is given under each title. The volume also contains a large and descriptive list of new books recently added to the library.

THE EIGHTEENTH ANNUAL REPORT of the County Free Library, Martinez, Cal., by Alice G. Whitbeck, is an interesting document. The book design is one of the neatest and most attractive contributions of its kind. Mrs. Whitbeck gives a summary of the work for the year. Changes and improvements, activities and appreciation, and then a detailed record of each branch, both school and general. Mrs. Whitbeck's report is very comprehensive and places her at the front as a leader in actual library service.

HAVE YOU READ Doctor William McAndrews' report on the N. E. A. meeting at Los Angeles in *School and Society*, date of August 1, 1931? Read it. Some will say "Piffle," some will say "It's Great," but all will say "Thank God there is one educational writer who is really human." We are certainly growing

tired of platitudes, of reports, of dynamic education without dynamite, of words, words, words, and "Our ideals continue to be the things we think we ought to think."

What does all this financial depression mean to educational leadership? With a great surplus of wheat, corn, cattle, cotton, wool, and labor, it can only mean one thing. The state of living is wrong. There are too many people working too many hours. Putting more people to work will not adjust fundamental errors in our economic and industrial conditions. In the panics of '73 and '93, the cry of people was "The rich are getting richer and the poor are getting poorer." The 1930–31 conditions are different—the rich, with few exceptions, especially those with fixed incomes from investments, are the hardest hit, while people in civil service or permanent jobs have the advantage of a declining scale of practically 90 per cent of the items in the cost of living. The public utilities—water, power, telegraph, and telephone—without competition continue to overcharge and accumulate millions in reserve. While transportation companies have a tremendous problem to face—competition of the automobile and the airplane.

The nearly million teachers with jobs will continue to reserve their salaries, formed up to high levels by the after-war conditions of the high cost of living. And the banks, on account of the uncertainty of stock values and the inability to make loans that are as fast-flowing liquid, decrease interest on savings accounts and are unable to use with safety large reserves and depositors' money.

The talk of billion-dollar loans for unemployment, the speeding up of building programs, the tremendous charity funds for community chests will help but will not postpone the day of reckoning. May it come through with educational leadership, through a change of industrial conditions and not through the biting of the Russian wolfhound or the flaming torch of the unemployed.

George C. Bush, City Superintendent of South Pasadena, had many interesting experiences on a vacation trip to Mexico. Mr. Bush is not only an efficient member of the Los Angeles County Board of Education and a progressive Superintendent, but is one of the most noted vacation tourists in the profession. He recently toured Europe, and is familiar with all parts of the United States with personal eye information.

Doctor David Muzzy, the popular historian, was a recent visitor to California. Doctor Muzzy's books on United States history, published by Ginn & Co., are very popular and have the largest sale of any of the books on United States history used in the grades.

Arthur Chamberlain, the editor of the *Overland Monthly*, has prepared a new and interesting lecture on "Literary Historical Backgrounds of California." Mr. Chamberlain is popular with his audiences as a speaker, and has many invitations from literary and social clubs and educational organizations for speeches.

Selden Smith, the Pacific Coast representative of Ginn & Co., gave an interesting interpretation of his trip to Europe before the Woman's City Club, San Francisco, recently.

Daniel C. Murphy of the Bank of America, and a member of the San Francisco Board of Education for ten years, has been appointed a member of the State Board of Education, Charles Adams' term having expired. Mr. Murphy has first-hand knowledge of our educational needs, and while a progressive in legislative affairs, believes firmly that administrative bodies should take an active interest in all matters pertaining to the functions of the governing unit. Mr. Adams retires from the board with an established reputation for devoted and intelligent service and for courteous treatment of all who came in contact with him.

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THE RURAL SCHOOL

A Challenge and an Opportunity

By FRANCES M. WITT,
Teacher, Twin Oaks School

THE RURAL SCHOOL presents a challenge to the hard-working teacher and an opportunity to the service-minded. It is a challenge because of the seeming impossibility of the situation. Are you an excellent first-grade teacher? You must also teach eighth-grade geography. Do you particularly enjoy the children in the "middle ages"—fourth, fifth, and sixth? Don't tarry too long with them as you have a second grade to encourage and lead further in the mysteries of the written word. If arithmetic is your favorite subject don't delay with it, as there is an art appreciation period coming. You must love all children, enjoy teaching every subject, be an expert in every line, to meet this challenge. But of course it is impossible that you can be an excellent music teacher as well as language, history, art, civics, nature study, spelling, reading, and hygiene, third-, fourth-, fifth-, first-, second-, sixth-, seventh-, and eighth-grade teacher.

However, a little brightness appears just at the moment the teacher is entirely overwhelmed by the sheer impossibility of it all. The very weakness of the system reveals its strongest feature. The teacher does have to leave one group for another. In fact, all of the children are left alone for a longer time than they are actually taught. The teacher has less time to stuff knowledge into unwilling recipients and only time to guide little minds to do their own teaching. "Self-taught" surely can be the slogan of the country school child. I have in mind one small boy who reminds me of those Hindu philosophers who withdraw themselves, though visibly present. When he studies, he is alone on a sea of romance or battling alone with dragon figures. He is teaching himself and learning to study. Certainly this habit of concentration, this self-sufficiency in study, is valuable. He is going to be benefited all his life by this proper use of his time. The teacher provides the proper books, stimulates the interest, furnishes an impetus, and the pupil is off on a high road to what one may modestly hope is a lifetime of adventuring.

Then the rural school presents fathomless depths for individual expression. Does the boy like airplanes? Let him make them, read about them, draw them. His fellow grader likes men, and fancies himself almost a Washington, a Lincoln, or an Edison. Let him write a play, make a booklet, or create a sand table history of one of his favorites. Isn't it really fun when a pupil says, "Oh, I wish I could make a stamp book," to be able to say, "Why don't you?"

The teacher in a rural school sees each child as a distinct entity. He is important. He isn't submerged, because there is always something important he can do.

Then there is another opportunity besides helping the child in his mental development. Can you trust yourself to do a little social service on the side? The teacher not only needs to see the child, to perceive him as he really is, but to envisage him as he may become. Mental stimulation and fact assimulation alone are not sufficient. Can you spare a few cents to buy toothbrushes, and a little time to have health inspection, or take a little trouble to have a record where a child may have credit for his baths? In spite of our famed health and cleanliness, the young animal seems to abhor water if mixed with soap or administered in hidden recesses. Busy country mothers do not always see dirty ears, poor teeth, and soiled clothing as anything but regrettable necessities.

Of course each of us is still learning the nice adjustments of self to society. The "self" ego and "social" ego are continually at war. A rural school must strive to develop a loyalty to the group as well as self-interest. A school club, 4 H clubs in larger rural centers, Junior Red Cross, Kindness to Animals Club, interschool field meets or play days, and many other plans are tried successfully.

As important as the mental, individual, social, physical, and spiritual development of the pupil, there is another field for the "country school marm." This is one of service to her community. Often the school is the only common interest of a community and it is always an important center in the country. If the teacher can make the school serve its community, this in itself is an achievement. Hasn't anyone who has lived in a small community for a number of years experienced the delightful sensation of having some one from "outside" present an interpretation of life out there? "Beyond the Alps there are men," was the beginning of a new world attitude. Beyond each one's more or less isolated community there are other people who might teach us. So the rural teacher cannot only train her pupils by having programs, but may also secure good outside educational material for her pupils and patrons.

During education week our school met with another school on Monday for a combined play day and program. On Thursday our County Superintendent visited the school and talked to the assembled patrons on progressive education. On Lincoln's Birthday we had a Civil War veteran talk to us on his experiences. On Arbor Day we invited an even smaller school and invited a Southern gentlewoman to interpret the life of the South before and after the Civil War to us. She honored the school by turning the first spadeful of dirt when we planted our tree. There are always helpful people to be found if one will look.

There is a third opportunity open to our rural teacher besides one of service to her pupils and her community and that is one to herself. The responsibility is all hers. On her depends the spirit of her community, the character of her entertainments, the development of her pupils. It is a sobering thought to feel that she may do as she pleases but that her best must please her patrons and satisfy the requirements. She cannot blame the system, her principal, or the other teachers for her own failures. Her hard-working supervisors have very little time to help her and none to deter her. The success or failure of her work depends upon herself. If she can combine boundless enthusiasm, a good physique, and unusual ability with a love of children, she may be able to "pass" in her rural teaching.

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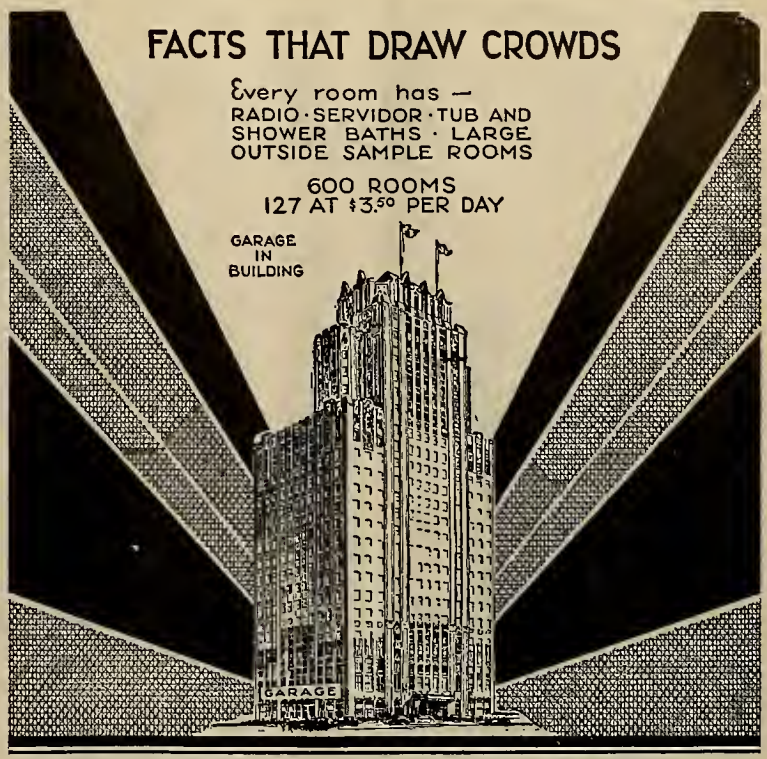

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David Starr Jordan, president emeritus of Stanford University, died on Saturday, September 19. The October issue of the Western Journal of Education will contain personal reminiscences by Harr Wagner, Caspar W. Hodgson of the World Book Company, and others.

To suspect a friend is worse than to be deceived by him.—*La Rochefoucauld.*

We can never replace a friend. When a man is fortunate enough to have several, he finds they are all different. No one has a double in friendship.—*Schiller.*

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Upper left hand corner, the teacher, Mrs. Emily Simpson. To the right, the children. Lower left-hand corner, the Mission building.

A PIONEERING PROJECT

Van Allen School Builds an Adobe Mission

By MRS. EMILY SIMPSON,
Teacher, Van Allen School, Escalon, Cal.

THE INTERMEDIATE grades of the Van Allen School had a very delightful experience in a pioneering project this year. The idea of building an adobe mission came to them last fall while studying the mission period of California history.

After doing considerable reference reading, they found the method used by the mission padres for making adobe bricks. The adobe was brought out from Stockton, the sand was found in the school yard, while the tall grass growing along the fence was used instead of straw. The children mixed these with water, put the mixture in a form, and then placed the form in the sun to dry.

The form was built out of scraps of lumber found in the woodpile. It consisted of two long boards held together with small partitions four inches apart. There were fifteen compartments in the frame, and the bricks when made were four inches by two inches by two inches.

The first bricks cracked terribly and stuck to the form. In the second batch we put more sand, but we found that they still stuck to the wooden form. By experimenting we found that if we wet the wood, then sanded it, and also put as much sand in the mixture as the adobe would hold together, we were able to make good hard bricks which did not crack.

While the bricks were drying, the children read everything they could find about the early missions, using both their textbook and the library reference material. They found out how the missions were built and decided to copy one. They chose the San Diego Mission, because it was the first one established by the Franciscan Padres. It also seemed the simplest in appearance. They used as their model a picture found in the book "San Diego Mission" by Engelhardt, which showed the mission as it looked in 1848.

One morning a child brought the news that there were some adobe buildings in their own neighborhood. The news aroused their curiosity, so one day a field trip was taken and these buildings were inspected. After seeing them, the youngsters knew how to start their project.

They made a platform one yard square, plastered it with mud, and built the mission on this. An adobe mixture with very little sand in it was used as a mortar to cement the bricks together. After the bricks had dried in position, the structure was plastered with the adobe mixture that contained a great deal of sand to prevent cracking, and water was sprinkled on the dry bricks so the plaster would stick to them. Boards taken from an apple box were placed on the roof and then were covered with tiles made of clay. These had to be fastened on while they were still wet, because they were not all made the same by the different children, and since they were still pliable they could be made to fit. When the clay dried, great cracks appeared, but these were filled in with the adobe mixture and the entire roof was calcimined and the mission was whitewashed.

The platform was then covered with mud and sand, and lawn grass seed planted, which sprouted in a week's time.

During the building of the mission, the children learned a great deal about the history of California and became interested in the historical ruins of today. The work helped them to realize the difficulties our forefathers had when they settled a new country. It also showed them that the pioneers needed patience and perseverance to succeed.

The intense interest taken by the children in the project, the voluntary sacrifice of some of their recesses to carry on the work, the intelligent criticism which they offered during its construction, and the increased interest in other school work were most gratifying and demonstrated the real value of the activity.

BOOK REVIEWS

THE STORYLAND BOOKS for grades four, five, and six, by Parker, Rader, Free, and Treadwell, have just been published by Row, Peterson & Co., Evanston, Ill. These books have a fine literary and informational content. The aim of the authors was the enrichment of life through the enjoyment of good literature. The classic and the modern, poetry and prose, are delightfully blended. The Pacific Coast representative is B. R. Morris, 149 New Montgomery Street, San Francisco. Mr. Morris reports a very large sale of these readers during the past ninety days in California. The print, the pictures, the cover—all are very appealing. If you do not have a set of these readers, you should requisition them. Prices are as follows: "Storyland—Book Four," grade four, 84 cents; "Storyland—Book Five," grade five, 92 cents; "Storyland—Book Six," grade six, 92 cents. The usual discount is allowed on quantity orders.

"CALIFORNIA," by Rockwell D. Hunt, D. C. Heath & Co., publishers, is a new book on the ever-interesting subject "California History." Doctor Hunt has long been recognized as an authority on Western history. "A Short History of California," by Hunt and Sanchez, and other books entitled him to a reputation as an authority. Doctor Hunt calls this a little history of a big state. There are only 148 pages, and many illustrations made from photographs. The book is divided into various parts as follows: "Before the White Man Came," "Early Discoverers and Explorers," "Spaniards Make California Their Home," "California Becomes American," "Gold Days," "All Aboard for California," "The Golden State." The book is narrative and informational in character and will find a place in the various courses of study in the state.

CLEVER MEN are good, but they are not the best.—*Carlyle.*

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

The Hawaiian Islands

By May Dexter Henshall

The very name, Hawaiian Islands, is a lure. It brings a longing to many who have not seen them and a strong desire to return to those who have fallen under the spell of their beauty and interest and experienced the delightful hospitality of their people. The desire to return is so strong that the "Come Back Club" of Hawaii has a large membership.

After an absence of six years the writer experienced again the thrill of pleasure that comes when these Islands are sighted. Diamond Head, Punchbowl, Waikiki, Manoa Valley, and the mountains on the island of Oahu with their ever-changing clouds seemed to welcome visitors from across the ocean. From this scene diving boys with inarticulate sounds and expressive gestures diverted the attention of passengers who tossed coins to them. The steamer glided past Aloha Tower and nosed its way toward its pier where the wharf was a blur of welcoming faces and colorful with the masses of flower leis with which relatives and friends bedeck arrivals. The Hawaiian band extended its greeting with inimitable Hawaiian music. Then came the greatest thrill of all when passengers located loved faces and they were at home in Hawaii.

The infinite variety of the Hawaiian Islands makes it possible to compress into a vacation of two weeks spent upon them an unbelievable number of delightful experiences and to store away memories for years to come.

Daily drives were a constant source of delight. Streets were brilliant with flowering trees, shrubs, and vines. Trees laden with bread fruit, mangoes, guavas, and papaya added to the interest. People of many nationalities were to be seen everywhere. The beach at Waikiki, fringed with coconut trees and palms, was most picturesque with myriads of bathers and with Hawaiian boys standing like statues on their surf boards, silhouetted against the sky as the surf swiftly carried them shoreward. The far-famed Pali with its incomparable view of land and sea was visited and revisited. Drives past vast plantations of pineapples and sugar cane gave the observer a touch of the practical side of life. This was accentuated by a visit to the Hawaiian Pineapple Cannery, which covers an area of thirty-two acres and is in itself a remarkable story.

An airplane trip to the island of Lanai, owned by the Hawaiian Pineapple Company, was an unforgettable and delightful experience. Three islands were seen simultaneously. From three thousand feet in the air the Pacific Ocean, covered with whitecaps, looked like a carpet of jewels.

Among the numerous trips planned by relatives was one to the coral gardens. The trip was taken to the coral reefs in a launch with a glass bottom. The exquisite beauty of these coral gardens is indescribable. To add to their fascination, curiously shaped and beautifully colored Hawaiian fishes glide in and out among the reefs.

Hospitable library friends added much to the pleasure of the trip. Visits were made by the writer to the Library of Hawaii and to the library in the Honolulu Academy of Arts. Miss Margaret Newman, librarian of the Library of Hawaii, and author of the article, "Public Libraries in Hawaii," in this issue of The Western Journal of Education, has done much to develop library service in the Hawaiian Islands. Miss Newman was formerly on the staff of the Kern County Library. Mrs. Laura Robson Sutherland, who is in charge of the "Stations Department" of the Library of Hawaii, was formerly librarian of the Glenn County Library,

Miss Marion Morse, librarian of the Honolulu Academy of Arts, was librarian of the Siskiyou County Library before she went to the Hawaiian Islands some years ago to take charge of the Maui County Library. There is a strong feeling of kinship and interest between the librarians of California and the Hawaiian Islands.

Public Libraries in Hawaii

By Margaret E. Newman,
Librarian, Library of Hawaii

The substantial and beautiful buildings housing the public libraries on the four large islands of the Hawaiian group from which book service radiates to all parts of the territory, even to a small island a thousand miles from Honolulu, suggest a longer period of growth than eighteen years.

The Library of Hawaii was established by an act of the Legislature in 1909, but the building in which it was to function was not formally opened until February 1, 1913. The Honolulu Library Association, a subscription library which for thirty-four years had given to Honolulu the advantages of library service, was at that time merged in the larger institution that was to serve the entire territory. The eighteen thousand volumes belonging to the Honolulu Library Association became the nucleus of the collection that now totals more than 112,000.

Provision was made in the beginning for a traveling library system that should carry the advantages of the library to every part of the Territory. This project was viewed with misgiving by those who realized the difficulties of transportation, and the many risks involved in an effort to distribute books on islands so widely separated and in places so difficult of access. The first few months demonstrated that the scheme was practicable when twelve stations were established on other islands and nearly a thousand volumes sent out. By the close of 1920, these twelve stations had increased to 254, served by the Islands Department of the Library of Hawaii.

The handling of books for all the island stations had by this time become too difficult for a single distributing center operating from such a distance. A study of different methods of distribution and administration and a canvass of the wishes of the other island communities resulted in the enacting of a County Library Law by the Legislature of 1921.

This law provided certain definite appropriations for maintaining the libraries that should be organized on the islands of Hawaii, Kauai, and Maui. The law further provided that if in any county a free public library

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was in operation capable of serving the entire county, this library, on agreement with the board of trustees of the Library of Hawaii to serve the entire reading public of such county, should function as a county library under its existing management. The Hilo Library availed itself of this provision and with the territorial fund appropriated began at once the service for the County of Hawaii. On the same basis the Kauai Public Library Association at Lihue undertook the service for Kauai. At Wailuku, county seat of Maui County, steps were immediately taken for organizing a county library to serve the islands of Maui, Molokai, and Lanai. On Oahu the county work was carried on by the Stations Department of the Library of Hawaii.

In each succeeding Legislature, appropriation has been made for the continued maintenance of these libraries. Thus it will be seen that the public libraries in Hawaii are operating under a territorial system of library service rather than a true county system. The Library of Hawaii functions in the manner of a state library by lending special material to the other libraries upon request.

The Legislature of 1927 demonstrated a keen appreciation of the service the libraries were rendering by making the following generous appropriations for library buildings and extensions: $300,000 for the addition of two large wings to the Library of Hawaii, $75,000 for a new building on Maui, $25,000 for an extension of the Hilo Library, and $10,000 to construct the first library branch building on the Island of Hawaii. Kauai already possessed a beautiful building that had been given to the island as a memorial.

The libraries in each of the four counties are operated independently by their various boards of trustees. The chief connection with the parent library is through an annual meeting which is called by the president of the board of trustees of the Library of Hawaii and for which provision is made in the law. To this board is also given the privilege of passing upon the qualifications of those who apply for the position of county librarian. The annual reports of the various libraries must be presented each year to the president of the board of trustees of the Library of Hawaii and through him transmitted to the Governor.

At the end of June, 1931, the four libraries showed the following index of service rendered:

	Population Served	*Biennial Budget*	*Total Volumes*	*Distributing Agencies*	*Circulation*
Library of Hawaii	202,923	$212,580	112,884	117	716,112
Hilo Library	73,325	57,260	41,953	76	243,509
Maui Library	56,146	45,360	30,159	57	202,938
Kauai Library	35,942	31,200	20,556	24	155,229
Total	368,336	$346,400	205,552	274	1,317,788

Those who are familiar with the California county library system may be interested to note a few of the differences between the service there and in Hawaii. Here no funds are received from the schools to defray the cost of library service. In consequence the libraries do not handle any supplementary material, nor are maps, globes, or reference books supplied. Some stereographs and victrola records are provided, although not by all libraries. The country schools are usually located on large plantations and oftentimes have as many as thirty teachers on the staff.

Book-wagon service has been begun on the islands of Hawaii and Oahu, providing books to the children during the vacation months. This year the Hilo Library is the proud possessor of the first real book wagon in the Territory and this will be used for visits to all stations on that island throughout the year.

The extension to the Library of Hawaii, completed in 1929, provided two large wings with a grassy court between. In these wings are spacious quarters for the children's room, the stations department, and the art and music section. The catalogue and repair departments are now provided with ample space in which to work. A comfortable staff lunch and restroom is also a feature of the new addition.

The girls' and boys' room is one of the very busiest sections of the library. During the school year, Saturday must of necessity be the most strenuous day of the week for the children's librarians. The largest number of books circulated to the boys and girls in one day was 2,550 volumes, making an average of five books a minute going out over the desk during the eight-hour day. To a librarian anticipating the confusion resulting from a large group of young children congregated in one room, the comparative quiet here might be a surprise. The little folks of Oriental parentage who chiefly frequent this room are soft-voiced and reserved in manner and, as they are seldom encumbered with shoes, there is the least noise conceivable from such a gathering of children. In general their reading tastes are similar to those of children elsewhere, although the language handicap makes it necessary to grade the books about two years below the standard of the mainland.

The Library of Hawaii has aided considerably in the development of school libraries in the city as well as in the rural districts. In 1926 a librarian, particularly qualified for this work, was engaged to specialize on a better coördination of the library with the city schools. In three years time she felt that much progress had been made in organizing effective libraries in each school and providing them with a standard toward which they might grow. This work has been carried on by the librarian of the stations department and in most cases the attitude of the schools has been most friendly. Every school in the Territory has the privilege of borrowing from its public library a general collection to be placed in the school library, or special classroom collections to be handled by the individual teachers.

There are two valuable loan collections housed in the Library of Hawaii that are available to students. One of these belongs to the Hawaiian Historical Society and comprises several thousand rare volumes on Polynesian life. The D. A. R. owns a large collection of genealogical material which was deposited in the Library of Hawaii some years ago where it has been most useful. There are several special libraries in Honolulu other than those connected with educational institutions such as the university, the normal school, and Punahou. The Honolulu Academy of Arts, a privately endowed institution, has a valuable reference art library available to students. The Bernice Pauahi Bishop Museum has a large collection of scientific literature on the Pacific region as well as Hawaiiana. The Archives and the Mission Children's Society possess rare collections of Hawaiiana in the care of librarians and available to students.

The visitor of Hawaii may well be impressed with the dignity and beauty of the library buildings. Moreover, he may be most agreeably surprised to see that the book collections housed in these buildings are really up to date and that the librarians who serve the public there are trained and intelligent workers.

We realize that there is much yet to be accomplished in our library service for Hawaii, but we are most grateful for the continued and generous support of the territorial Legislature which has made the present state of development possible. The librarians here, culled from every state in the Union, are doing their best to uphold the highest standards of library work even in a tropical Eden on tiny dots of islands in the midst of the vast Pacific.

SEVERE TEST

HE—I'll do anything for you.

She—Get two tickets for the symphony—and take my mother!—*Brooklyn Eagle.*

THE MAN that makes a character makes foes. —*Young.*

LEARNING by study must be won,
'Twas ne'er entailed from sire to son.
—*Gay.*

'TIS education forms the common mind;
Just as the twig is bent the tree's inclined.
—*Pope.*

CHARMS strike the sight, but merit wins the soul.—*Pope.*

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A SCHOOL PLAY FOR COLUMBUS DAY

The Floating Branch

(A Play in One Act)

By Howard Frederic Addleston

Scene: Main deck of the *Santa Maria.*
Time: Just after midnight, October 12, 1492.

CHARACTERS PORTRAYED

Cristobal Colon, Christopher Columbus.
Rodrigo de Triana, his faithful servant.
Phillip de Monsalve, a grandee on board.
Sebastian, a captain.
Anza, first mate.
Juan, first seaman.
Pedro, second seaman.
The Voice From the Crow's Watch.
The Crew, a motley group.
Father Mandos, a Franciscan Monk.

Scene: At Rise—Columbus' flagship late in October, 1492. The section of the ship shown reveals the main deck amidships, part of the mainmast and mainsail, the high deck of the poop, and a wooden stair leading up to the captain's bridge. There is a large lantern suspended on a support from the mainmast center, and a smaller one from the rigging on the bridge, obviously to show off a Maltese Cross on the upper poop deck.

It is after midnight, and the glare from the lanterns lights up the center of the scene; the rest is barely perceptible in the gloom of the night. There are two seamen asleep on the deck just under the bridge. In the light of the lantern two others are sitting cross-legged, shooting dice. A moment after the rise a bell sounds twice. The gamblers merely look up once, and then resume their play.

First Seaman: Bah! I play this gold ring.

Second Seaman *(examining ring)*: Ay, 'Tis gold. *(They play.)*

First Seaman: I lose again! *(Groans in despair.)* Will Fortune never stake with me? *(Takes up the dice to throw.)* Well, once again!

Second Seaman: No. You already owe me all the clothes you wear. *(Looks at other disdainfully.)* And your skin hangs like a goat.

First Seaman: *Demonio!* You would not trust your own father. Come, play. Soon you may need my skin—with a little salt, yes?

Second Seaman *(with sudden frenzy)*: Salt—SALT! Mother of God—my throat is shrinking from salt!

First Seaman: Hush, Pedro! *(Places his hand over the other's mouth.)* Some one is coming. It's the fever. *(Pedro wipes his forehead and lies down on the deck. Sebastian comes down stairs, left from bridge. Upon reaching the deck he anxiously peers into the gloom aloft and shakes his head slowly. He moves to the shadow beneath the stairs and looks at the seamen. Then he moves center.)*

Sebastian: Eh, Juan. You still play dice?

Juan: Yes, sir. One does not sleep very well these warm nights—more so when one has an empty belly.

Sebastian: This is not the time to complain. We all must bear up——

Juan *(interrupting)*: And the water is fit for the sewer——

Sebastian *(sharply)*: You, Juan, save your grumbling and go aloft to the watch.

Juan *(dryly)*: Yes, Captain. *(Disappears off right.)*

Sebastian *(almost in meditation)*: Nothing—nothing but sea. *(Paces up and down.)* The crew is getting beyond all control . . . Columbus is either the devil himself or he is mad. He sits and ponders, willing neither to go back nor change his course. Straight to the West . . . And there is nothing but water to the West . . . And then what? *(Sits on keg and peers out to sea.)*

Rodrigo *(enters by stairs)*: Ah, Captain, you still carry on, and neither the Angel of Sleep nor the storms of adventure can tire you. You look weary.

Sebastian: Yes, Rodrigo, I am weary. But I am too weary to rest. If we sight our objective—yes. But until then——

Rodrigo *(with deep sincerity)*: Ay, Captain, God grant it that we may all live to kiss Mother Earth again. Until then, we carry on the course.

Sebastian: For seventy days it has been south by west. Land must come now or never! My men are desperate. They think Columbus is lying. They threaten to mutiny—and if they turn back they will never reach Spain! You, Rodrigo de Triana, are closest to him *(Sebastian is almost pleading)*, tell me—when does he figure to sight these lands—how much farther must we travel into the horizon? I know from his computations that we must arrive soon. But when? I am powerless to resist any events that may come up. *(He is interrupted by the return of Juan. By this time the others who were sleeping on deck have been awakened. They listen intently to Juan.)*

Juan: The night is thick, sir. He has seen nothing.

Sebastian *(waves him away)*: Nothing. Come, Rodrigo, we will go to Columbus. At least he can comfort me. *(They pass off left. The four seamen get together. They are excited and tense. Juan has for the moment succeeded in capturing their attention.)*

Juan *(begins in grim tones)*: Columbus has been lying. Mendoza on the watch has been keeping his own course and it doesn't tally by at least seven leagues every day.

Rest: Murderer! He has lied to us!

Juan: Either that or he is a madman.

Pedro: Yes! He's crazy, crazy as a mad dog! *(Angry)* I shall kill him—kill—*(His voice rises to a high pitch, but Juan again clamps his hand over Pedro's mouth. All are silent.)*

Juan: Pedro has the fever. Take him away before they put him in irons. *(Anza, second mate, appears from hatch, right. He is closely followed by Father Mandos and Phillip de Monsalve.)*

Anza *(sharply)*: You, Juan! Have you been at it again? Get aft and tend to your work before we chain you! *(Juan slinks off muttering.)*

Monsalve: Such impudence. The hound should have his tongue pricked.

Mandos: God wills it that we should have obstacles from all quarters.

Anza *(curtly to monk)*: Yes, son of the Crusades, it is your sacred prayers that lighten the burden. *(With sarcasm)* A few more and we shall fly through the air like a gull on wing. Bah!

Monsalve: Begone, thou ill-tempered boor. Thy mannerism is fit for the sharks. *(Anza walks off defiantly.)* *Jesús,* things no longer wear a commonplace doublet. I confess, Father, I feel uneasy. Things are as tight as a drum's head.

Mandos *(scornfully)*: You, a noble of Spain, uneasy? You would fear when there

lies before us land that must be conquered for the Church and Spain?

MONSALVE: Yes, Father, and if there is no land we will lie in the bellies of sharks. *(He laughs lightly.)* I wonder if thy fat carcass would appease such appetites. *(Mandos crosses himself and leaves by left. Phillip de Monsalve follows, laughing to himself. A figure detaches itself from the gloom on the bridge and stands outlined for a moment against the sky. Slowly it descends to the deck. The figure appears to be looking at something over the side of the vessel. In one hand it has a long pole with which it manipulates awhile. Then with a sudden twist he throws on deck a branch. It is Rodrigo de Triana.)*

RODRIGO *(Bending over branch, he suddenly places something to his mouth. He gives a sudden start):* Mother of God! Oh beloved Lady of Heaven! Berries—Berries—and still fresh! *(He picks up his treasure and runs up the stairs to Columbus. Columbus at the same time appears with Sebastian from off right. Both stop in light of lantern. Columbus is recognized by a black cape which is slung over one shoulder and his thick hair which is bound over his neck with thongs.)*

COLUMBUS: ——So I have figured that within two days we are sure to sight land. If not—fate has twisted her finger away.

SEBASTIAN: This Toscancelli — are you sure he is right? He is only a physician, he could have no knowledge of the seas——

COLUMBUS: Enough Captain. I would stake my life on his word. No surer mind exists in all Europe than Toscanelli's. What he knows of geography would cost him his position in the courts. They would ridicule him. But I have seen his maps, and they definitely prove that land exists West of Spain. They are authentic beyond doubt. Portuguese adventurers did not bring their discoveries to his fireside for naught. What they could not pay in gold for his services they paid for in information. Captain, I am convinced that he is right.

SEBASTIAN: But, sir, there is no land as yet. How long must we sail?

COLUMBUS: Hold to the West, Captain, and land must appear as dreams to the sleeping mind.

SEBASTIAN: Yes, sir. But the men—they will not heed.

COLUMBUS: I have handled them. I can again. Trust me. *(Exit Sebastian by right. Rodrigo climbs down stairs.)*

RODRIGO: Master, it is Rodrigo!

COLUMBUS: Ah, Rodrigo, you look all excitement! Tell me—land is near?

RODRIGO: No, master, better than that—Fortune smiles upon us. *(Holds up branch.)*

COLUMBUS: Where did you get this, Rodrigo?

RODRIGO: I fished it up on the leeward. The berries are still fresh.

COLUMBUS *(rises and looks off to sea):* Then Pinzon was right.

RODRIGO: Pinzon! He has found leaves, too?

COLUMBUS: Land is near, Rodrigo, land! We have been sailing a great sea of doubt, but now there comes an answer that beckons us on. Mother of God give me courage to carry on. *(Walks to railing.)* India—fabled land of spices! Cathay—perhaps even unto China does this wind carry us. Rodrigo, we must watch the men closely. At the least sign of mutiny we will act by force. Nothing shall stop me! Nothing! These puny, spineless sailors who think me mad will soon regret their minds in speechless awe. They will kiss my feet—ay, even pledge eternal fidelity—when once their shallow minds grasp the riches before them. I thought Pinzon was wrong when he sent word that they had sighted some signs—but he was right. These messengers of land came not too soon. *(Rodrigo bends down, kisses the cloak of Columbus. Columbus looks down on him.)* Rise, my son, there is much to do. Call the captain. *(Rodrigo goes off.)* Land! *(Pause.)* Bless thee, noble physician. *(Suddenly there is a loud noise offstage. It is the rumbling of a mutinous crew. The noise of swords and weapons grows louder and the crew appears, led by Juan. Columbus retreats with his back against the poop deck, right.)* Stop! Come no further. *(Draws pistol.)*

JUAN: Madman, thou lead us all to destruction!

CREW: Yea, he has lied to us!

COLUMBUS: Wait, you fools! Destroy me and you destroy thyself! *(Crew steps back at this and mumbles among themselves.)* I have led you this far across these uncharted waters—who will guide you back? *(Suddenly produces branch.)* Look!

CREW: What is it? What is it?

COLUMBUS: A branch—a branch with fresh berries. A true indicator of land.

JUAN: He lies! How do we know he hasn't concealed it on board?

PEDRO: What good are signs of land—we starve and thirst!

CREW: Ay! We want better food.

COLUMBUS *(now thoroughly aroused):* Worthless sons of Spain! *(Crew grows silent at this denunciation.)* Ay, you are all cowards in disguise! Jackals that Spain has hired—instead of lions! *(More grumbling.)* Even when fortune is in sight you quake and shiver in your skins! You are not fit to conquer lands for your country.

JUAN *(furiously):* Words—nothing but words to cover your mistakes. *(Turns to crew.)* He promises land—but what are promises when we starve! Sour berries can't fill our stomachs—Promises will not satisfy parched throats! *(Crew voices their protests at once.)* Turn back! Our skulls shall not whiten on the decks. The fever has taken many. Soon there will not be enough left to sail back. Even God has left us. *(Crew becomes uncontrollable and starts forward. Father Mandos appears on the bridge immediately in back of and above mutinous crew. He holds his cross aloft. He speaks above the noise.)*

MANDOS: God has not forsaken us. He guides us. *(The crew falls back at his words, and at the same time it grows lighter.)* Pray for His mercy. Pray for His forgiveness. *(He kneels.)*

JUAN *(scornfully):* He dines on the best.

PEDRO: We starve while that pig fattens on God's food.

CREW: Ay, we starve! Vengeance—give us food—*(The crew makes a rush on Columbus, part climbing the bridge after the father. Suddenly a loud cry of "Land Ho" comes from the watch above. All is silent. Again the cry "Land Ho" is repeated. The crew, Columbus, Sebastian, Rodrigo, all rush to the side of the vessel. Pandemonium rages, and above the tumult can be heard the chant of Father Mandos. Everybody is hugging everybody else. Columbus alone stands gazing into the West. Suddenly Phillip de Monsalve draws his sword and plants it firmly in the deck.)*

MONSALVE: Let us give thanks to God!

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(All drop on their knees with bowed heads. Columbus alone remains standing. Finally, he, too, sinks to his knees, and as the curtain falls he is still gazing into the West while Father Mandos chants on.) CURTAIN

GIRLS AND THEIR PROBLEMS, a manual for home economics classes, by Millicent M. Coss, published by Ginn & Co. Price $1.52. This book is divided into four parts. The first part deals with personal and social problems having to do with dress, entertainment, use of leisure time, sports, health, and education. In section two there are outlined matters of family interrelationships, money management, home operating, and furnishing. Section three deals with the girl and her family in their social and civic contacts. In section four the problems reach their culmination. They are designed to contribute to the girl's future satisfactions. It would be well if this book were in the hands of all teachers of girls, and girl leaders.

PRODUCTION MANAGEMENT, by William N. Mitchell, published by the University of Chicago Press of Chicago. Price $4. This book is written primarily from the point of view of the chief executive of the production department of a manufacturing enterprise in contrast with that of the general manager of such an enterprise. It deals with certain selected administrative problems of production executives, arising in connection with assumption of responsibility. A feature of the book is the inclusion, in an appendix, of extensive lists of carefully selected and classified questions, case materials, and bibliography. This book will meet the needs of the school of commerce rather than the engineering school.

SISKIYOU COUNTY INSTITUTE

The sixty-fourth annual session of Siskiyou County teachers' institute was held at Weed on August 25–27. Owing to the large area embraced in the county and the difficulty of travel during the winter season, institutes in Siskiyou are scheduled for the week prior to the opening of schools for the year.

County Superintendent L. S. Newton is one of the most progressive of the state's educational leaders and his teachers are always assured of inspiring institute sessions. Music is given a prominent place on Superintendent Newton's programs.

Among the speakers were Walter Redford of the Ashland Teachers College; R. D. Russell, dean of School of Education, University of Idaho; David Rhys Jones, author and educator, Piedmont, Cal.; and W. L. Kleaver, rural supervisor of Siskiyou County.

An Introduction to Problems of American Culture, by Harold Rugg, Ginn & Co., publishers, price $1.96. This is a new book, and when we say "new," we do not mean maybe. Rugg's books are something different and this new book is entirely different. It consists of 600 pages, 6 x 9 inches.

"An Introduction to Problems of American Culture" completes the description of American society, treating especially the life of the individual in the communities of our changing civilization. The book is organized into seven units: "An Introduction to Problems of American Culture," "American Culture and Changing Group Life," "The American and His Work," "Government and Changing Town and City Life," "The Press and American Culture," "Public Opinion and American Life," "Our Changing American Culture." The plan of presenting problems in the form of thought-provoking activities in the "Pupil's Workbook of Directed Study" is continued throughout the half year covered by "An Introduction to Problems of American Culture."

We were, of course, especially pleased because we realized that the supercritical critic of the period from 1880 to 1910 did not recognize in Joaquin Miller one of the great contributions to permanent literature of the West. Rugg says, after praising Edgar Allen Poe and Mark Twain for original work, "Just at the close of this period there came occasional striking American writings from the pen of Joaquin Miller (1841–1913)." The book as a whole is a great contribution whether as a book for an adult to take up and read, or as a textbook in social science courses.

"Another superb book in the Harold Rugg social science course is ready." While we agree with this statement, it is nevertheless not ours, but that of William McAndrew in the July 4 number of *School and Society*. Doctor McAndrew continues, "These volumes are for school children. They are the most generous assemblages of present-day ideas of vital importance ever attempted for common-school use. The text, the unusual pictures, the strong and simple narrative style everywhere show the work of a man who knows children thoroughly."

Character is higher than intellect. A great soul will be strong to live, as well as to think. —*Emerson.*

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1. **What is the California Teachers Association?**
   It is the one statewide professional organization in California which numbers within its membership all classes of teachers from the Kindergarten to the University.
2. **What are its aims?**
   To benefit the children of California by:
   a. giving impetus to progressive movements
   b. holding fast to that which has been found worthy of preservation
   c. improving teaching conditions
   d. protecting interests of teachers
   e. unifying the educational forces of the state.
3. **How much are the dues?**
   $3.00 each calendar year.
4. **What use is made of funds collected?**
   The funds care for:
   a. legislative programs in interest of schools
   b. annual conventions for teachers
   c. headquarter maintenance
   d. publishing and distributing Sierra Educational News.
5. **What is its form of organization?**
   It is a representative service society in which the Council of Education, through various committees, studies school problems and suggests forward movements of all educational activities.
6. **What benefits may a member expect?**
   A member may expect:
   a. a high class, professional journal every school month
   b. the service of energetic, careful teacher placement bureaus
   c. advice and assistance when needed
   d. stimulation and satisfaction from membership in a large well organized group
   e. an opportunity to serve by participation in association activities
7. **What has the California Teachers Association accomplished?**
   The Association has elevated the standard of the profession by:
   a. securing increased financial support e. g. (Amendment No. 16, Wright Act, Rural supervision, Retirement)
   b. raising standards of certification
   c. securing legislation which has protected the interests of the members
   d. preventing adverse legislation
   e. creating and promoting a definite program for better school conditions.
8. **What may be expected in the future?**
   Future programs which will include:
   a. thoughtful study of all school needs
   b. definite legislative programs
   c. research studies to develop thought and action.
9. **How many members has the organization?**
   36,507 loyal California teachers, July 31, 1930.
10. **Why should I join the California Teachers Association?**
    Because of its accomplishments. I am employed in the largest single organization in the State of California (the state school system); therefore I should do my individual part to maintain its leadership.

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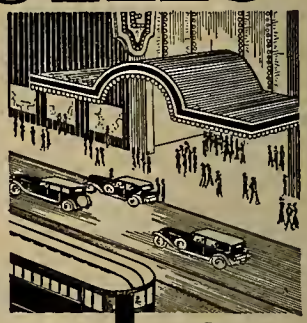

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THE WESTERN JOURNAL of EDUCATION

OCTOBER, 1931

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DAVID STARR JORDAN
Born 1851, Died 1931

MEN TOLD ME, LORD

MEN TOLD ME, LORD, it was a vale of tears
Where Thou hadst placed me, wickedness and woe
My twain companions whereso I might go;
That I through ten and threescore weary years
Should stumble on, beset by pains and fears,
Fierce conflict round me, passions hot within,
Enjoyment brief and fatal, but in sin.
When all was ended then should I demand
Full compensation from Thine austere hand;
For, 'tis Thy pleasure, all temptation past,
To be not just but generous at last.

Lord, here am I, my threescore years and ten
All counted to the full; I've fought Thy fight,
Crossed Thy dark valley, scaled Thy rocks' harsh height,
Borne all the burdens Thou dost lay on men
With hand unsparing, threescore years and ten.
Before Thee now I make my claim, O Lord!
What shall I pray Thee as a meet reward?

I ask for nothing! Let the balance fall!
All that I am or know or may confess
But swells the weight of mine indebtedness;
Burdens and sorrows stand transfigured all;
Thy hand's rude buffet turns to a caress,
For Love, with all the rest, Thou gav'st me here,
And Love is Heaven's very atmosphere!

Lo, I have dwelt with Thee, Lord, day by day,
I could do no more, through all Eternity!

—*David Starr Jordan.*

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Address of Vierling Kersey, State Superintendent of Public Instruction, Riverside, California, October 5, 1931

MR. CHAIRMAN, GUESTS, AND MEMBERS OF THE CONVENTION:

The public school superintendents here assembled in annual convention constitute the most effective group which is shaping the course of public education in this state.

As we convene here we sense a spirit of genuine professional solidarity, a unified understanding of our responsibilities, and a firm determination to work together constructively and with persistence for the maintenance and advancement of California's high standard of public education.

We are confronted today, as never before, with the necessity for immediate and adequate solution of many vital problems of such importance as to challenge our greatest efforts and our best abilities.

Since last we convened at Lake Tahoe the California State Legislature has met and adjourned. That meeting brought together the representatives elected by the people to express their will through statutory enactment.

A considerable understanding of the tenor of the times may be had by careful examination of the acts and the reasons, discussions, arguments, and omissions of that Legislature. On the whole, it may be said that the people of the state, through their Legislature, have insisted upon the continued maintenance of our present standards of public education. They have refused approval of legislation which would reduce the support of our public schools and have prevented any radical unfavorable changes in the existing system. Thus, we may say that in the main the people have judged our schools and pronounced them good.

It is to be noted, however, that, throughout the legislative session and throughout the period which has elapsed since that session, great concern has been expressed relative to the continuously mounting burden of the cost of public education. This concern is but one manifestation of the prevailing current attitude of the public mind with regard to the economic aspect of the public school program. Because it is uppermost in the minds of most of our people and because of its importance to our entire program, this attitude must receive our immediate consideration.

The entire public school system of the State of California is now contending with a popular, though we may believe mistaken, idea that extravagance has been characteristically present in all educational administration.

Out of the muddled thinking and these mistaken ideas about expensive fads, fancies, duplications, uneconomical administration, overlapping activities, and the like, the school superintendent must lead public thinking to a respect for all that the schools are doing. This will require a most careful inspection of all that we are doing from the point of view that we hold as our charge the responsibility for reducing costs wherever possible, introducing added measures of economy in administration, and reassuring those whose stewardship we represent that every expenditure purchases maximum and essential service for education.

In a very real sense, schools must hold public good will. The best way to regain, reaffirm, and enjoy that good will at this time is through an invulnerable program of economical administration.

Success in accomplishing the reëstablishment of public confidence in educational administration is a coöperative responsibility and attainment. When one suffers, all suffer; when one meets advantageous success, all joy and succeed with him.

The first crucial questions confronting us are not whether we are spending too much or too little on education, but whether or not those who pay the costs can continue to do so, and whether the expenditures we are making are in excess of the justification of the results attained.

There is no question in our minds concerning the probable increased cost of public education, nor do we have much hope of any material curtailment in that cost. We do not believe, however, that on the whole we are spending too much for our schools. The pressure and the burden which have given rise to this universal questioning of public school costs have been caused not so much by extravagance or wastefulness in school expenditures, but rather by the inequitable distribution of the burden of school costs, which force the property owner to pay more than his just share.

Throughout the state, the major items of increased expenditure in education have been added to the schools at the demand of the public. The expansion of the curriculum of the elementary school and of the high school, the demand for improved community service facilities in high school buildings, including stadiums and auditoriums for community use, and the more recent expansion of junior college facilities typify the demands to which school administration has been forced to respond. Expansion of this sort already made cannot be curtailed, and the necessary costs of their continued maintenance cannot be eliminated.

School administrators should not stimulate nor should they permit communities to overstimulate expansion in educational activities. In building programs, our school administrators should act as wholesome checks. We must, however, always stand firmly for child advantage in terms of the educational interpretation of the community's ability to support that advantage.

The present tendency is one of insistence upon the greatest economy in all school expenditures, yet every indication points to a demand for some further expansions. The President's Committee for Employment has recently issued a statement urging the greatest possible utilization of high school and continuation school facilities as a measure of relief during this critical period of unemployment. This recommendation is cited as an example of the general condition which continuously prevails during such a period. The schools are always forced to assimilate an additional burden in order to perform this public function during times of economic stress—and the necessary extra funds are requested accordingly. As already men-

tioned, communities expect extra service of their schools during times like our times. Schools may now expect to be called upon to do some extra service, without the supply of extra funds, to the public. This, we are ready to do.

Evidence is not lacking that the people of California desire further extension of junior college, teachers college, and even local or regional four-year liberal arts college services. Undoubtedly, legislative authorization will again be vigorously sought by the people in a number of regions in the state, for such extensions at the next session of the Legislature. Increased demand for pupil transportation and even for pupil maintenance and housing at public expense is anticipated. Undoubtedly other functions will also be transferred to the schools, increasing their already heavy burden.

All these expansions and additions entail further increases in school costs. If we interpret these demands correctly, they are evidences of the fact that the people are coming more and more to expect of the public schools the assumption of greater and broader responsibility for quasi-social functions, in addition to those functions heretofore considered strictly educational. These we may expect to assume with little or no increase in the amount of funds to be supplied for the service.

If the interpretation is correct, we are faced with the need for immediate answer to the question: How can we at the same time accede to the demands for relief of the burden of school taxes and also perform this expanded and more expensive educational and social service?

We are all acutely aware of the growing burden of taxes, which has been placed upon the property owner. State-wide tax committees and conferences are now diligently at work seeking some measure of relief for the property owner. Tax delinquencies are so great in many areas of the state as to indicate a near breakdown of our entire system of local taxation. Rates levied in some regions are so high as to constitute virtual confiscation of property. Indeed, we seem faced with the responsibility of effecting a marked and possibly injurious reduction in school expenditures, as well as of finding some new source of revenues, in order to maintain our present program of education at the minimum cost, without reference to any possible expansion.

Facing the public demand for expansion of educational facilities and for extension of the functions of the public schools, which we are forced to consider, it becomes imperative that the basic tax structure of the state be revised and that sources of revenue be devised, which will permit of a redistribution of the burdens of taxation somewhat proportionate to the ability of individuals to pay taxes.

Income and sales taxes of emergency or temporary nature have been suggested. Should the State of California adopt an income tax or a sales tax, it is our opinion that such an income tax should be in terms of a permanent program of tax revision rather than an emergency measure for special revenues during any period of economic distress.

Such sales taxes as might be eventually considered should be in the nature of a transition tax, definitely a part of a general program for state tax revision and not a mere emergency measure to tide over a period of economic difficulty.

The pronouncement of this point of view is stimulated, because of the fact that emergency tax measures enacted to meet particular and temporary stresses rarely so completely accomplish the purpose for which they are enacted that they are discontinued or repealed. They promote the establishment and continuance of emergency added tax burden—once instituted, immediately becoming impossible to do without.

Effective relief can be assured to the property owner, and continued adequate financing of the schools can be guaranteed only by some basic revision of the state tax structure, which will distribute the burdens of school costs equitably. This implies that the major portion of school district and county taxes for schools must be eliminated and that there must be substituted for these taxes some basic tax which will be levied upon individuals in proportion to their ability to pay taxes. The only tax which will do this adequately is the personal income tax. Enactment of such a tax should be urged both as a means of relief to the property owner and as a guarantee for continued adequate support of the public schools.

Economies have been, are being, and will continue to be effected in public school expenditures by school administrators. We accept the responsibility of economy as well as of efficiency in administration. The increase in teaching loads; the elimination of unnecessary small and expensive classes and schools where permitted by the people; reorganization of administrative and supervisory service so as to eliminate duplication and waste; and continuous study of means of consolidating functions and weeding out activities not actually essential; these are but a few of the many means already employed to effect genuine and material savings. We are now, and will be in the future, constantly seeking new means of effecting needed economies. Postponement of desirable and in many cases necessary improvements has contributed no small amount of saving. We must continue to accept this responsibility and we will do so.

Economies which have been effected are of very definite nature. A few with which the State Department of Education is familiar effect consolidation and unionization of districts.

Rearrangement of programs of supervision to attain greater advantage from a supervisory standpoint as well as affecting savings in costs have been attained.

The Division of Schoolhouse Planning, through the exercise of its primary function of practical educational research and promotion work, has effected distinct savings. One hundred and twenty-six elementary school plans and sixty-two high school plans have been completely redrawn at the suggestion of the division, improving the educational advantages of the plans and saving more than three-fourths of a million dollars, or about 15 per cent of the originally anticipated cost.

Despite all that we may do, however, to guarantee the economical and efficient expenditure of public funds, our present economic conditions are such that these are merely palliative measures. A more fundamental attack upon the problem is needed. We must coöperate with such groups as the State Grange, the State Real Estate Association, the State Farm Bureau Federation, the County Supervisors Association, the County Tax Equalization Association, and others, in the development of a tax revision plan which will lift a considerable portion of the tax burden from the property owner and provide for its assumption by the state through some other source of revenue.

Our knowledge of the inequalities of educational opportunity and of the inequity of the present distribution of the burden of public school costs points to the urgent necessity for establishing a state public school equalization fund. Legislation of this sort must be urged upon the State Legislature. We must work together for this and must secure the coöperation of all interested groups in the state in order that this needed legislation eventually may be effected. We must recognize the fact that no adequate equalization of educational opportunity can possibly result solely from a redistribution of the burden of school taxes. Fundamental to any program of equalization is the necessity for a revision of our district system, such as will create larger units of school administration as well as larger units of school support. It is to be trusted that a program can be developed, perhaps growing out of the report of your own committee on larger units of administration, which the superintendents of the state can unanimously support in order that we may go before the Legislature with a united front and with the support of every educator in the state.

The problem of securing adequate school support on a basis which will at the same time provide relief for the property owner is only one phase of our responsibility in the present economic situation. It is perhaps true that America, and California in particular, has passed beyond the point of greatest economic distress and that we are now gradually emerging from the depths of the world-wide depression. National and state-wide increase in consumption of such items as pig iron, copper, lead, zinc, aluminum, sugar, coffee, tea, silk, rubber, newsprint paper, tin, coal, electric power, petroleum, natural

gas, meats, cotton, wool, rayon, sheet steel, tires, shoes, hose, tobacco, lumber, and cement, tremendous increases in bank deposits and depositors, and many other indications of this type may be taken as indices of fundamental national economic stability and improvement. California ranks next to Massachusetts and the District of Columbia on a composite index of financial and cultural status, leading the United States. Nevertheless, the California public schools can still contribute a great deal to assist the state and, in part, the nation in its return to normal conditions.

One means of assisting in the return to normal economic conditions has been suggested by the President's Emergency Committee for Employment. The return to the secondary and continuation school of young men and women now in competition with adults for employment will assist considerably in stabilizing employment conditions. A redirection of our educational endeavors for the purpose of contributing definite vocation efficiency will assist in guaranteeing continued employment under competitive conditions. The development of really adequate programs of counseling and guidance will direct our young people into fields not already oversupplied. A psychology of confidence and optimism can be imparted to all those who come within the schools. This will be a very definite contribution toward stabilizing emotional attitudes. A definitely constructed effort should be made by all adults to develop in each pupil desirable habits and attitudes of work. An appreciation of the value and dignity of labor and a genuinely skilled ability in work will carry our graduates a long way in the field of accomplishment.

Even those educational activities giving evidence of being mere undirected play on the part of children may well be revised to emphasize the importance of getting nothing too easily if it is to mean for permanent value. Conscious, serious effort augmented by wise ability to exercise choices can well characterize our educational activities in these times, where child life is affected by many disorganized and even injurious experiences.

As superintendents in charge of public schools you must seek definite solution to numerous other problems that have to do with public school relationships. We have considered some of the problems growing out of the economic relationships of the public schools. The social aspects of educational responsibility next command our attention. In this great field we find numerous problems clamoring for immediate solution. First and foremost among these is that of developing in our boys and girls, and through them in the adults of our state, proper habits and attitudes with regard to law observance and enforcement. This is one of the most serious responsibilities confronting the schools. The developments of our rapidly changing civilization have brought about increased complexities in our social relationships. The older generation has grown up with these changes and is either immured to them or has developed an immunity which protects it from them. The younger generation, however, requires all the help which we can give in the schools to develop an ability in self-adaptation to the tremendous social changes which are taking place.

Today more than ever before in the world it is necessary for the individual to subordinate himself to the needs and demands of society. At the same time never was individualism more rampant. To harmonize these apparently conflicting forces of individualism and social submersion is the seemingly impossible task which confronts us. It is a task which we can approach only with diffidence, and which can succeed only as we are successful in developing right habits of social conduct. The measure of accomplishment which we attain in this respect is the proof of successful integration of our educational program.

Statistics may be "compiled to prove" most anything. Most statistics with which we are familiar have little reliability, validity, or accuracy. Statistics relative to juvenile crime and delinquency are no exception to this general rule. Thus, we have reports which tend to indicate at the same time a considerable increase and a phenomenal decrease in the incidence of youthful transgression against the social order. Regardless of the accuracy of these reports, we can but realize that continued social stability requires hard-learned habits and attitudes of respect for law and order, and of obedience to authority.

The development of right character constitutes the greatest challenge the schools have ever known. Much study and considerable thought have been given by each of us to this problem, and we will continue to dedicate our efforts to the accomplishment of this purpose. Your State Department of Education will soon place in your hands the results of these various activities in our state as helps for your teachers.

Much is said during any period of depression, when costs are being scrutinized, concerning the so-called fads and frills of education. Today, as in every preceding period of depression, we hear and read much in commendation of the old-fashioned fundamentals and in condemnation of the "extravagant" extra-curricular types of activities. Nevertheless, when the real facts are ascertained from those who are in a position to know them, we find that it is the extra-curricular type of activity which contributes most to the development of an adequate citizenship. Good character is developed by the individual through habitual practice in choosing and doing right things as well as association with strong exemplary leadership. Good citizenship is developed by the individual through performing the acts of good citizenship. Our school club activities, pupil self-government, athletic activities, the development of hobbies and interests which insure right use of leisure time, these constitute a definite contribution by the school to the building of character, good citizenship, and law observance.

A recent study of the California school system revealed that thousands of employers testify favorably as to the honesty, initiative, perseverance, and dependability of our students when they enter the business fields. Surely this is proof of the worth of all efforts we expend in the teaching directed to these ends. This we are accomplishing together with the development of more accuracy and skill with the tools of the work-a-day and earn-a-living world.

Closely allied to the problem of the social aspects of educational responsibility are those problems which have to do with education in relationship to politics. This term, "politics," will continue to have the opprobrious meaning generally associated with it, as long as the schools fail to develop in our boys and girls an understanding of and a respect for politics. Politics as public service must be developed as a vocational field which will challenge the idealism and the endeavors of the best young men and women of the country. This is a responsibility which the public schools have thus far almost entirely ignored. It is a responsibility which we must assume if American politics are to be returned to the status they once held in this country. There are few greater services than this, which the public schools can render.

One of the greatest fields of challenge to us as members of a profession is that of our own professional relationships. Within our own profession we find many vital problems which have thus far gone unsolved or at the most been but superficially attacked. In public education we are more immediately concerned with the individual pupil than we are with any other factor in the educational situation. Our responsibility to the individual pupil must be considered the governing factor in any program, policy, or determination involved in our professional activity. To the elementary pupil we owe a basic training which will lead to a full realization of the individual's inherent capacities. To the secondary school pupil we owe a careful guidance in self-development through the difficult period of adolescence and the assurance of the ability to meet and cope with the problems of present life. This obligation we must discharge in such a way as to guarantee these rights to every child in the state.

The most essential element in the education of the children of our state is the public school teacher. The entire educational program is in the hands of the teacher to be shaped for good or ill. As members of a profession whose purpose it is to work for the welfare of children, we must see to it that the teacher is the best that can be provided. This entails the respon-

sibility for careful selection, thorough training, adequate compensation, and economic protection for the members of our profession in order that we may be sure of advancing the interests of the children entrusted to us. We have done a great deal in California to insure an adequate supply of well-trained teachers, carefully selected and properly supervised. Comparatively, we have provided fairly adequate compensation for our teachers. We have done little, however, to guarantee the economic welfare of teachers, and this is a responsibility which we as a profession must assume. The enactment of a proper retirement and pension system, provision for caring for teachers during temporary incompetence, the establishment of proper credit facilities, these are some of the responsibilities which we must accept in order to place our profession on a sound and dependable economic basis. This we owe to the teachers of the state and to the pupils who are placed in their charge.

Teachers can well concern themselves with the renewal of public confidence in them as a body of workers actuated by the true missionary zeal with a spirit of advancing childhood. Teacher organizations, educational leadership, and citizen groups should work together to prove definitely the unselfishness of the motives actuating the profession.

It would not be fitting to terminate such a presentation as this without some reference to the spiritual aspects of public education. Closely related to all other phases of public education, and exercising a tremendous influence on each, the relationships between public education and the spiritual life of the individual have received but scant consideration and even less actual direction from the public schools. We do not refer to the problems of sectarian or denominational religion, nor do we have in mind the possibility of specific instruction in religion in the schools. Rather, do we have in mind the development which each pupil should be assisted by the school in making toward the realization of his complete self. It may be entirely true that ideals, attitudes, and abstract concepts have significance and possibly even existence only in association with the concrete facts and things of life. Nevertheless, no individual ever approaches full self-realization without developing a personal philosophy, a personal religion, if you will, which grows out of his own conception of right and wrong, both in terms of his own abstract ideals and in terms of their application to the conditions and situations of life. To assist, guide, and direct each child in his initial gropings toward this personal spiritual development constitutes a great and an inspiring challenge to every teacher. Unless we accept this challenge and do all that lies within our power to meet it and to make this contribution to each pupil in our charge we shall surely fail in the prosecution of our allotted task.

THE MAN who is successful will not be a dreamer. He will have but one dream and that will work itself out as a purpose. Dreaming wanes into sentimentalism, and sentimentalism is fatal to action. The man of purpose says no to all lesser calls, all minor opportunities. He does not abandon his college education because a hundred dollar position is offered him outside. He does not turn from one profession because there is money in another. He has his claim staked out, and with time he will only fill in the detail of its boundaries.—*David Starr Jordan.*

THE GREATEST NEED of popular government is the university. The greatest need of higher education is democracy. The scholar and the man must work together. The free man must be a scholar. The scholar must be a man.—*David Starr Jordan.*

THE STRONGEST nation is that in which the individual man is most helpful and most independent. The best school is that which exists for the individual student. A university is not an aggregation of colleges, departments, or classes. It is built up of young men and women.—*David Starr Jordan.*

YOU CANNOT fasten a five-thousand-dollar education to a fifty-cent boy.—*David Starr Jordan.*

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Suggested Material for Armistice Day Programs in the Schools

By Alice Richards Hand

"My first wish is to see the whole world at peace and the inhabitants of it as one band of brothers, striving which should contribute most to the happiness of mankind."—*George Washington.*

Undoubtedly, the teaching world of today feels that an Armistice Day celebration should strike two deep notes—Remembrance and Peace—tribute to be paid to those who sacrificed their lives in the World War, or live on, maimed and crippled; and a fervent appeal for the maintaining of the peace that they bought at so high a price. A playlet accenting these two points and representing an informal discussion of the situation among the pupils themselves might prove more significant to them than a formal program. Such is the scene—"To Still the Trumpets of War"—included here:

TO STILL THE TRUMPETS OF WAR

Characters: Barbara and Dorothy, Harry and Lester. *(They are waiting for the school bus to pick them up and carry them to school.)*

Barbara: Oh, dear, I wish that old bus would hurry up and come. I have so much to do before school begins. You know I'm the chairman of the Armistice Day program and I *must* get things started right away.

Harry: Huh—I'll bet you girls don't even know what Armistice means, let alone how to get up a program about it.

Dorothy: Why, Harry, of course we do. It means a truce—I learned the real definition by heart—a temporary letting up of hostilities by mutual agreement of the fighting parties.

Lester: Yes, and by giving warning to everyone mixing in the row that they can go back fighting whenever they want to.

Harry: But it usually ends in a permanent, lasting peace treaty being signed. The World War ended at 11 o'clock Monday morning, November 11, 1918, and the treaty was signed on June 28, 1919, eight months after the Armistice began. I've been reading up on it, too.

Barbara: Why, I wasn't even born then—think of that; but my Daddy was in it, and *he* told me that it was called the World War because twenty-four nations, called the Allies—England and France and Belgium and United States were the most important—lined up to fight against Austria-Hungary, Germany, Turkey, and Bulgaria, and the Allies won.

Lester: I guess right now it's pretty hard for anyone to understand just what started it all and how it worked out, but the Allies beat, and my big brother says they never would have if President Woodrow Wilson and the United States hadn't gone in and settled it three years after the war started.

Dorothy: He must have been a wonderful, wonderful man. You know he felt that United States was fighting in that war just simply to make it the very last war that the world should ever know. My mother says he worked so hard to make that happen that he died from it.

Harry: Well, he was a great man all right. I have a piece of his address before Congress that I copied out of the history book. Do you want to hear it and see if it would do for your program?

Barbara: Go ahead.

Harry *(reading the section beginning "We will not choose the path of submission" and ending "as shall bring peace to all nations and make the world itself at last free.")*

Lester: My, that's simply great. He wanted even the German people, who were our enemies, to be free and democratic, at peace, and to stay that way forever and ever.

Dorothy: Yes, that *was* great, but ever since I've been getting up this program, I haven't been able to sleep at night for thinking of the horrible things that happened. Whole towns sacked and ruined. Little children and old people and women dying of starvation and ill treatment.

Barbara: And twelve million fine, useful young men killed, and twenty million wounded and crippled, and most of them still suffering. I can't understand how Wilson *could* let *our* country go in.

Lester: I know, Barb. It was horrible for us to have to do it, but you know a nation's got to have ideals just like a person, and a big, democratic, square nation like United States couldn't just stand by and look on when the self-governing rights and personal liberties of the whole civilized world were getting romped on and ruined.

Harry: Of course, today we'd try our best never to let a war even get started; we'd try to get rows settled by arbitration in the World Court, and by trying to force foreign nations to cut down their armies and navies the way Hoover's trying to do now.

Dorothy: Yes, I suppose the United States simply *had* to go into the World War, but my Dad says that the only way to make all that fearful suffering and death and maiming worth while is for young folks that never have seen a war to learn all the lessons we can, from hearing about how awful it was.

Barbara: That's it. We've just got to make up our minds that war is the most abominable thing in the universe. Every one of us must learn to think clearly and fairly and unselfishly and to insist that all the other nations we can reach and influence think the same way. Then none of us are going to go to war. That's the way we can help pay up for all those splendid young men who died or were maimed over there.

Lester: I guess fighting *is* pretty awful, especially when it's big armies fighting, and one lot thinking they're fighting to save the honor of their flag and their country, and the other lot thinking the same thing. All nations have to learn to think straight and not be greedy and selfish, I guess.

Harry: Yes, and all the countries have to get together and know each other and be friends. I think it's fine for us children to be writing letters to children in foreign countries the way we do in school, and I think we ought to talk against fighting, in every letter we write to them.

Barbara: Well, my mother and I think that there would never again be any war anywhere in the world if all the *women* in the world could put their heads together and maybe call a strike and say *no, no, no* to war.

Dorothy: We women can vote now, and folks can do anything if they'll just get out and vote *right.*

Harry: Yes, and I know plenty of ladies that can vote now and just don't do it.

Barbara: Well, maybe—there are slackers everywhere—but when *I* grow up, *I'm* going to vote for *right* things—good square-acting mayors and governors and presidents—no grafting and cheating in government and no war ever, ever again.

Lester: Well, you girls needn't think it's up to you to do it all. We fellows know well enough that most times *it's* harder and braver to *live* straight and decent and right for your country and flag than just to rush into a fight and die for them.

Dorothy: Peace! What a lovely word it is. Peace—so soft and happy sounding. Wouldn't it be fine if every human being who can think and feel would celebrate Armistice Day, and the splendid men who died and were crippled in the war be just thinking *peace, peace* all day long from sunup to sundown!

Harry: I tell you I like that idea of Lester's about living for your flag, instead of dying for it. Why couldn't we have another flag pledge along with the old one—like this:

"From now on, to the best of my ability, I intend to *live* for my flag—so straight and fair and unselfishly that none of my neighbors near by or over the water can have any reason against me for starting another cruel and terrible war."

Barbara: Oh, Harry, I think that's fine! Let's practice it now and tell the other children about it at school today. Come

on! I can see a flag waving over there on the top of some one's flagpole. Let's turn to it and say the new pledge—Come on!

(They say the pledge in unison and the curtain falls.)

Some Sources for Armistice Day Material

ADDRESS of President Hoover at the ceremonies on the eleventh anniversary of Armistice Day under the auspices of the American Legion. U. S. Government Print.

Address of President Coolidge at the observance of the tenth anniversary of the Armistice under the auspices of the American Legion, at Washington, D.C., November 11, 1928. U. S. Government Print.

"Lest We Forget."—A full afternoon or evening's entertainment. Also suggestions for varied or shorter entertainments. Dramatic Publishing Company. Price, 35 cents.

"Lest We Forget"—A program by Elizabeth B. Grimball. Very simple. Community Service, 315 Fourth Avenue, New York. Price, 10 cents.

Armistice Day in "Special Day Pageants for Little People," by Marian Kennedy and Katherine Bemis. A. S. Barnes & Co., New York.

Ask your librarian for THE WESTERN JOURNAL OF EDUCATION for October, 1923, for any additional poems or material you might want to use.

A wreath for the unknown soldier, laid at the base of a flag standard while taps are sounded by a bugler and drummer, is an excellent nucleus for a formal program—with the singing of "The Flag Goes By," and Kipling's "Recessional," "Flanders Field," "Answer to America," and two stanzas of "I Have a Rendezvous With Death," as recitations.

Material for Thanksgiving Day Programs in the Schools

By ALICE RICHARDS HAND

"We meet today
To thank Thee for the era done
And trust Thee for the opening one."
—*Whittier.*

THANKSGIVING, 1931, occurring as it does in the midst of one of the most difficult economic crises United States has ever faced, seems to call for a message to her school children of more than usual significance. Programs might do well to touch lightly upon the lavish abundance of the usual Thanksgiving feast, the pumpkin pie and roast turkey angle, and to concentrate upon helping young people realize that the greatest thing to be thankful for today is the capacity of each one for work, for self-sacrifice, for ability to contribute something material to the business of easing family and even national straits.

The idea of Thanksgiving every day of the year, a deep sense of appreciation for actual food, clothing, and shelter might not come amiss. Gratefulness for the small, pleasant things of life, generosity toward those worse off than themselves—an accent placed on the last syllable of Thanks-giving—a spirit of hope and cheerfulness and fortitude in general might feature very appropriately on every program. And no material could possibly offer richer values along these lines than the story of the Pilgrims, with its constant record of grit, honest sense of obligation to debt, self-sacrifice, frugality, and industry that finally triumphed over an economic situation infinitely blacker than our own could ever come to be. In fact, the words of Governor Bradford—"It is not with us as with men whom small matters discourage," has great suggestiveness for our present crisis.

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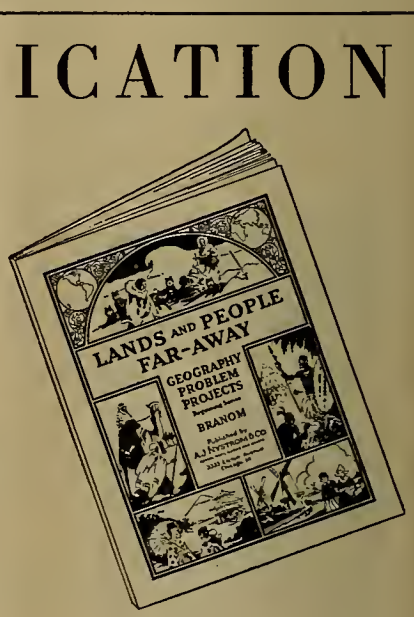

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A thoughtful search through the Pilgrim material available would be rewarded by many more comments quite as inspirational. Reference reading, with the definite idea of producing concrete examples of just such qualities as enumerated above, could be done by all grades from junior high to primary department.

If your school can economically meet the situation, a Thanksgiving contribution to the needy of the community—old clothes, food, if nothing more than a potato or an apple from each child, could feature as a thanks offering from the school.

High lights in the Pilgrim story with its two significant celebrations of Thanksgiving, one in 1621 and the second in 1623, have been chosen and presented in outline form with possible teaching values suggested. It is a story of far wandering, of grim endurance, of triumphant heroism.

1. Meaning of the Word Pilgrim—A wanderer or a sojourner in a foreign country.

2. Flight of the Pilgrims From England to Holland—For daring to worship in their own church they were so "hunted, persecuted, and clapp'd up in prison" that for peace they fled to Holland.

3. Thirteen Years Residence in Holland—Even with their own church, school, and printing press, they fail to keep their children wholly English or to better their own economic condition.

4. Migration to America—The desire to establish a colony that should cherish English speech and English institutions, plus religious toleration, and to achieve financial prosperity motivated their departure. They start with a handicap of debt to a merchant company that averaged £5/8 to a man, to be paid back within seven years. Struggling against fearful odds, they survive as a colony and eventually, through the exercise of tireless industry, shrewd business sense, and a high sense of honor, they discharge every cent of the debt incurred, with fish, lumber, sassafras, and fur as the medium.

5. The Two Months' Voyage to America—In the overcrowded *Mayflower,* cold, poor food, and storms required that patience, endurance, and unselfishness be maintained in the cramped, uncomfortable quarters. The life of the children on shipboard and the birth of little Oceanus should furnish interesting material to elaborate upon.

6. The *Mayflower* Compact—It establishes Plymouth as a free state and an organized democracy, one of the corner stones of our nation. A document rich in lessons of true citizenship.

7. The Landing on Plymouth Rock—The character of the country, explorations made, choice of townsite, taxes, resourcefulness, and good judgment to their limit.

8. The First Winter—This period is marked by sickness, which took over half of their number; troubles with hostile Indians, which impelled them to plant their first crop of corn over the graves of the dead to hide their weakness from Indian eyes; the bestowal of part of their precious store of food upon the crew of a distressed ship that came into their bay; the departure of the *Mayflower* without carrying a single returning Pilgrim. It is a season full of examples of unselfish neighborliness, courage, industry, stoic endurance, and determined adaptation of English tastes to native conditions.

9. Benefits Derived From the Advice and Teachings of Friendly Indians—This relationship of dependence might well point a plea for fair treatment of our Indians today.

10. The First Thanksgiving, in 1621—It is not so much of a religious festival as subsequent celebrations, more a holiday feast after the manner of the harvest festivals in England. It continued over a space of three days, with attendance of ninety friendly Indians. Generous hospitality with the expenditure of much labor and the exercise of great resourcefulness characterizes this event.

11. The Year 1622—This year is marked by renewed hardships. The ship *Fortune* arrives, bringing new settlers but no provisions. The Pilgrims generously undertake to help them in spite of poor crops due to drought. However, rain comes after a long rite of fasting and prayer and the *Anne* arrives from England bearing both provisions and old friends aboard.

12. Thanksgiving of 1623—A day is set by the Governor for giving thanks to God for the blessing of good harvest and renewed friendships. The Pilgrims go to church and feast happily, though not so lavishly as at the previous Thanksgiving. It is this formally proclaimed religious festival that is the origin of our national Thanksgiving Day. Since the Civil War, when Abraham Lincoln began the custom of issuing an annual proclamation, America has set aside a day of religious observance. An excellent project for older students would be a history of early Thanksgiving Days, beginning with the Bible feast of the ingathering, tracing the institution through early Anglo-Saxon harvest home festivals, the first formal proclamation in United States as issued by Francis Bernard, Governor in Chief of the Province of Massachusetts Bay, in 1767, etc., to the custom as we know it now in its annual recurrence.

Suggestions for Junior High School Programs

In this division, program making can be left largely to the initiative of pupils working in groups and formal committees. In accordance with the present-day feeling for holiday programs which shall present an informal unit, coöperatively created, a framework is being suggested that may afford opportunity for flexibility and originality in handling Pilgrim Thanksgiving material. The general plan and a likely opening and closing only is indicated below. Further development with dialogue is left to the ingenuity of pupils themselves.

William Bradford, a junior high boy, descendant of old colonial ancestors, is the editor of a school paper, the staff of which has decided to devote an entire issue to celebrating the Pilgrim story, using the Thanksgiving feast as the main lead in their layout. Each member of his staff is to submit material to him on a certain day at a certain hour, but for some unknown reason not one of the staff members presents himself at the hour appointed by the waiting editor.

Scene: Editorial room of the school paper.

Time: The present.

William Bradford *(seated behind a littered desk, occasionally writes, fumes, and grumbles aloud)*: A pretty kettle of fish! Here I've been waiting years for that outfit to turn up and pass in their stuff. I'll bet my pocketknife they've all trooped off to the football game and left me to get out the whole paper. Ho-hum! Up late last night planning this thing out and now dead for sleep! Lazy and irresponsible, every last one of this staff but me. Now if I were my great, great, great, great grandfather, William Bradford, trying to get out a newspaper back in Plymouth in 1621, and I asked a staff of Pilgrims to bring in their stuff, I'll bet it would arrive on the dot and be done in their best style. *They* had conscience, those folks, even the women!

Wonder what kind of stuff they'd pass in! Good editorials, I'll wager! No shocking headlines; though, I don't know, you never can tell! Not much on comic strips, but then, there's got to be a wag in every bunch. I'll bet Priscilla had plenty of pep and comeback. Ho-hum! Gee, but I'm sleepy. I do hate a flop, but I guess this is going to—be—one—

(He lays his head down on the desk and drops off to sleep. In a moment the door opens and a boy in Pilgrim costume enters. He holds a paper in his hand. He walks over to Bradford and taps him on the shoulder. Bradford awakens with a start, rubs his eyes, stares at the figure before him, then quietly accepts the situation and reaches for the Pilgrim's copy.)

Bradford: Well, Elder Brewster, it's time that church news was getting in. Let's hear what you have pounded out!

(Elder Brewster reads his copy—Bradford O.K.'s it and spikes it on a spindle on his desk. From this point on, Pilgrims continue to arrive, read their copy, discuss it with the editor, and linger to comment upon the work of others. News stories, interviews with prominent Pilgrims that reveal their ideals, religious, economic, or political, an open forum, the doings of the women handed into the woman's page by Remember Hop-

kins, a personal column, the story of Priscilla and John Alden, and a big story of the Thanksgiving festival just passed might be among the contributions.)

This copy might be presented in general in carefully worked out serious vein, though a lighter note might present itself occasionally. William Bradford, the editor, should produce the editorials which, at the last, he submits to the approval of his staff. Religious tolerance, advice concerning relations with the Indians, congratulations on economic triumphs, adaptability, thankfulness, etc., could furnish the topics. An attempt could be made to follow the quaint phraseology of the Pilgrims, using Governor Bradford's Diary as a model, but modern English would be quite acceptable, as fortunately any deviations can take place in a dream. When the layout of the paper is all complete, Bradford begins to nod again, dismisses his staff, and, laying his head down on his desk, drops off to sleep, only to be aroused by the noisy entrance of the same group—in modern garb this time. When he rouses and upbraids them for late arrival they show him that his watch is half an hour fast and the joke is on him.

BRADFORD: All right, you win. But get busy now. I've just spent half an hour back in Plymouth, and I have a line-up on the whole business and some ideas we could all profit by today that ought to make this issue a perfect wow!

CURTAIN

Pilgrim names can be obtained by consulting the list of signers of the compact. The material used in this playlet could be developed as classroom themes and reference work—assigning one topic, or department, to a small group, if you are dealing with a large number of children, letting that group supply to the character enacting a rôle, the pooling of all its efforts. An appropriate short recitation or musical number might open and close the program.

Intermediate Grades

IN THIS DIVISION, as in the junior high school group, it is strongly urged that the children be offered an opportunity to dramatize at their own initiative and in their own words, scenes from the Pilgrim Thanksgiving Day background, or scenes from present-day celebrations of Thanksgiving, or both, by way of contrast. It is well to make sure that the playlet embarked upon is well motivated beforehand, and promises opportunity for action and lively dialogue. When children begin to write their own plays, the dramatic result is better if dialogue is developed simultaneously with action. This dialogue may vary with successive rehearsals, not to be written down until fairly well formulated. Most Pilgrim celebrations are so austere as to be unattractive to children, and thus fail to inspire admiration for this splendid group. A little lightening of the stern picture of early life in the wilderness helps to strengthen the appeal of the more serious elements. There is much material available for this purpose. The Thanksgiving playlet presented here may serve as an example of such classroom dramatizations. An attempt is made to accent values applicable to our Thanksgiving of this year, *i.e.*, the child's capacity to contribute something definite toward easing family straits through industry, self-sacrifice, and a contented spirit.

THANKFUL EVERY DAY

TIME: The week before Thanksgiving, 1623.

CHARACTERS: Mark, Patience, Sam, and Mary—children of Plymouth. Wahta Wa—a little Indian girl from Samoset's tribe. Peter and Faith—just arrived from Holland on the good ship *Anne*.

SCENE: The living-room of a home in Plymouth. There is a fireplace at the back of the room and a table set on trestles. Peter and Faith, the little visitors, are seated rather primly on rude stools or high-backed chairs on either side of the fireplace, staring at Wahta Wa, who is standing shyly apart from the others, near the window. Patience is weaving cloth on a small hand loom. Mark is making a turkey trap, and Mary is rocking a rough cradle, which holds baby Peregrine asleep in its depths.

MARY: Oh, Peter and Faith, it was just wonderful that you should have come over on the *Anne*. We did so hope that some of our playmates whom we left behind in Holland, because the *Mayflower* wasn't big enough, would come aboard the *Anne*.

MARK: And you don't look a bit like Dutch children, the way Elder Carver thought we all might get if we stayed there—or, anyway, not much.

PATIENCE *(quickly)*: Of course they don't! And you were lucky not to have come on the *Mayflower*. We were two whole months on the way, pitching and rolling about fearfully. All crowded up together——

MARK: And seasick all the time—or most of it. No chance to run and holler and play games or have any fun at all.

PATIENCE: And cold—Oh, dear! We couldn't even help the big folks much. I thought we'd never get here.

MARY: Your name ought to be Impatience instead of Patience, *I* think. You know we all tried to be just as good tempered as we possibly could be. That helps mothers and fathers when they are in trouble, ever so much, especially when none of us can have what we want to have.

PATIENCE: Well it was fun when little Oceanus was born on the ship, just after a big storm, and we children had a chance to play with him and help take care of him. It was almost like playing dolls.

MARK: Well, he's a big man now—three years old—and I'm going to teach him to shoot with bow and arrows tomorrow. You girls can take care of little Peregrine over there, if you want to play dolls.

FAITH: I guess you haven't spent much time playing dolls since you left Holland. Just last night my father was telling my mother that Elder Brewster himself told him that the boys and girls of Plymouth were almost as much help during those awful first bad times as the big folks themselves. He told how you girls had knit stockings, woven, washed clothes at the spring, and helped nurse the sick without ever taking time even to make a sampler.

PETER: And he told how the boys chopped wood and carried water and helped build the fort and searched everywhere for berries and beechnuts and wild apples, and even stood watch with the men. It made life in Holland look pretty tame to us.

MARY *(eagerly)*: Yes, the boys *were* fine. Do you remember, Patience, it was to help keep the wolves from eating the dead fish we buried to make the corn grow, that they stood watch?

FAITH *(screaming shrilly)*: Wolves! Wolves! Oh, how awful!

(The others laugh at her terror, especially Mark and Peter, but just at this moment Peter looks out the window, gives a frightened yell, and jumps back behind Mark.)

PETER: Wow! What's that terrible looking man out there in the street? He's all red and has feathers in his hair and looks as if he were going to knife some one.

MARK: Why, silly, that's an Indian! The very nicest Indian ever. That's Squanto, little Wahta Wa's uncle. He and Samoset and Hobonnek and Massasoit are all our very good friends.

WAHTA WA *(speaking for the first time)*: Yes, Yes. He bring deer and duck to you papa to say "Welcome" to him!

PATIENCE: Yes, indeed, Faith. We couldn't have gotten along without the Indians. Little Wahta Wa here taught me how to sew these Indian moccasins I'm making for Father.

MARK: And her brothers taught us boys how to trap turkeys out in the woods. You know, we had never seen turkeys at all till we came to America. We never have had any real war with the Indians, because we always treated them square and they knew it.

FAITH: I'm so sorry we were silly, Wahta Wa, about the wolves and the Indians. I hope we can be friends and that you will teach us to do useful things, too.

WAHTA WA: Yes, yes! We be friends and I show you how make popcorn. You like that fine! Mark's eyes so big when he see popcorn first time! But see—there go big white chief Standish down street.

MARY: And Governor Bradford with him. Look! They're telling something to Sam Allerton and now he's running this way. He's coming to our house with some news.

(Sam bursts excitedly into the room.)

Sam: Hello, everybody! Guess what Governor Bradford and Miles Standish told me!

Patience *(mischievously)*: Well maybe that Priscilla Mullins has decided after all to marry Miles Standish instead of John Alden!

Mary: Big chance of that! I guess that we're going to have a schoolhouse all of our own instead of hearing lessons in Dame Hopkin's kitchen while we're paring potatoes and knitting!

Mark: I guess they were telling you that Elder Symon really kept on the tune last night at singing school and that Elder Foxcroft let out a snore in place of Amen.

Sam: Wrong, every one of you. We're going to have another Thanksgiving Day just like the first one, only not so big—because the corn didn't wilt after all, and because the ship *Anne* came in with all our old friends on board and provisions for the whole winter!

Faith: Ah, how splendid! Is it like the old harvest home holidays that mother tells us used to happen back in England where we once came from?

Mary: Yes, a good deal, only more religious. Last time it was great fun! It was plenty of hard work, too, because Massasoit brought ninety Indians with him to the feast and games.

Patience: How we children did have to hustle gathering beechnuts for Priscilla to stuff the turkeys with, hunting berries and clams and oysters.

Mark: I caught thousands of fish—well, maybe just twenty. I tell you, Peter and Faith, we didn't like the stuff we had to eat at first. It wasn't English food, you know, but you can learn to like anything if you're hard enough up, and it's silly to fuss about your food.

Faith: Good boy. I hope Peter will be that way. You *did* have to work to feed all those Indians!

Mary: Yes, but it was lovely to see how much the Indians enjoyed themselves. Some were terribly thin. And they brought deer to us, too, and oh, what a shout we made when Squanto poured out into a big basket the very first popcorn we'd ever seen. Just like snow!

Faith: That's what made it Thanks-giving, *I* think! You all tried to give so much happiness to others and to help them all the time.

Mark: And Mother says that Elder Brewster told her that it's been Thanksgiving to all of you every single day since you came here, just because you *did* have something to eat and a house to live in and, best of all, good friends to help when things went awfully wrong.

Sam: Oh, we have fun once in a while. You remember, Patience, the night we all got the giggles in singing school, when Elder Brown sang through his nose all the time?

Patience: And those dollies we made out of corncobs are fine, though we don't get much time to play with them.

Wahta Wa: And I know where all wildflowers hide, and take children there.

Mary: Well, *I* think like Faith does. If you're healthy and good tempered and have lots of friends and know how to work and help keep things going when times are bad, and don't fuss because you can't play all the time, you *can* make Thanksgiving last all year, even without turkey and lots of good things to eat!

Sam: Yes, that's right, but just you wait, Peter and Faith, and you'll see how much fun we'll have this Thanksgiving, even if we *don't* have so much to eat as we did last time, because crops aren't very good even now.

Peter: I'm going to be thankful every day, just because I'm here and not in Holland. It's so exciting!

(A loud bang is heard at a distance. Faith screams again and looks wildly around.)

Patience: Don't be scared, Faith. It's just Miles Standish firing the sunset gun. He's going to review the soldiers.

Mark: Come on—all of us! Let's go see them and find out more news about the Thanksgiving Day celebration.

All: Oh, do! Come on, Wahta Wa! Take Faith's hand. She might be scared of an Indian!

CURTAIN

Suggestions for Primary Grade Programs and Classroom Projects

Observance of the Thanksgiving season by the very little folks must be necessarily simple and spontaneous, yet more or less carefully directed by the teacher. Even they, however, can browse about in their supplementary readers in search of Thanksgiving stories and recitations. Drills, songs, short recitations, impromptu tableaux illustrating readings and following well-known paintings depicting Pilgrim life—all done in Pilgrim costume—can feature appropriately on programs. Original playlets, such as the one suggested to the intermediate grades, might be worked out in very simple form. In fact, careful reading of material supplied to the upper grades might be productive of ideas that could be simplified for use in the primary department. Also, do not forget that your county librarian, if notified in time, will gladly supply you with Thanksgiving program material—pictures, music, and phonograph records.

A few Thanksgiving projects are noted below:

1. The creation of perhaps two coöperative friezes, using wrapping paper foundation. Let each child contribute to them his best production. One frieze might consist of pictures clipped from old magazines with their ads; the other, original drawings by the pupils themselves.
2. Posters tagged with appropriate original rhymes—as

"This is the ship that sailed the sea
To make the Pilgrims safe and free."

3. Place cards made for the family dinner and inscribed with appropriate sentiments.
4. Individual booklets, illustrating the Pilgrim story.
5. Pilgrim dolls and doll house and Indian dolls and tepees.
6. Thanksgiving games—spearing the corn. Shadow pictures—a Pilgrim and Indian, variation of Ruth and Jacob, etc.
7. A list of thankfuls, cumulative from day to day.
8. Sand-box activities. Plymouth bay—glass with blue paper under it set in sand—representing the arrival of the *Mayflower*, with Indian canoes coming to meet it. Or a reproduction of the log house village with its common house, fort, and church, with Indian tepees located in a far corner of the box.
9. A list of all native food stuffs utilized by the Pilgrims—corn, wild berries, honey, clams, oysters, fish, beechnuts, venison, wild grapes, plums, apples, etc. A Pilgrim picnic might feature some of them.
10. Peep-show box representing Pilgrim interior.

A Few Appropriate Thanksgiving Quotations

"Let never day nor night unhallowed pass
But still remember what the Lord has done."

—*Wordsworth.*

"For the trade and the skill and the vim of our land,
For the cunning and strength of the workingman's hand;
For the friendship that hope and affection have wrought
Thanksgiving! Thanksgiving!"

"Thou who art Lord of the sea and shore,
Lord of the Gates of Day and Night—
This have we had of Thy great store:
Laughter and love, and life and light.
Sorrow and sweetness, smile and song—
Blessings that blend in all of these—
Have them, and hold them overlong,
Out of Thy wondrous treasuries."

—*W. D. Nesbit.*

"We give Thee thanks, O Lord!
Not for armed legions, marching in their might,
Not for the glory of the well-earned fight
Where brave men slay their brothers also brave;
But for the millions of Thy sons who work—
And do Thy task with joy—and never shirk,
And deem the idle man a burdened slave:
For these, O Lord, our thanks!"

"AFTER ALL, the best Thanksgiving is thanks living.

"FOR GOD'S good earth and all it holds, thanksgiving;
For God's good care which us enfolds, thanksgiving.
For health and strength and love and cheer, thanksgiving;
And may we know another year the joy of living."

"FOR FLOWERS that bloom about our feet
For tender grass, so fresh and sweet,
For song of bird and hum of bee,
For all things fair we hear or see,
Father in Heaven, we thank Thee."
—*Ralph Waldo Emerson.*

"IT TAKES one little girl or boy,
Two hands to work and play.
And just one loving little heart
To make Thanksgiving Day."

"AS ONE small candle may light a thousand, so the light here kindled may shine to many, yea in some sort to our whole nation."—*William Bradford.*

(This would make a good program feature—child bearing candle and reciting it.)

The First Thanksgiving

[An acrostic for twelve children, each bearing a single letter placard.]

T—*Trust* in God by the brave Pilgrim band.
H—the safe *Haven* they seek on new land.
A—the *Agreement* they sign on its shore.
N—the dire *Need* that darkens their door.
K—for the *Kernels* of ripe yellow maize.
S—their good *Standish* who fights as he prays.
G—is their *Governor,* Bradford, so wise.
I—the kind *Indian* whose knowledge they prize.
V—is their *Village* with stockade and church.
I—their *Ideals* no evils can smirch.
N—the great *Nation* they dream shall arise.
G—is their *Gratitude* hymned to the skies.
—*Alice Hand.*

Partial List of Available Thanksgiving Material

I. COLLECTIONS of prose, poetry, etc., for use of teachers and pupils:

"The Book of Holidays," McSpeddin; "Child Life in Colonial Days," Earle; "Holiday Selections," Sara Sigourney, Rice, Penn Publishing Company. Price 40 cents, paper; "Harvest Time," Alice C. D. Riley, John Church Company. Price 25 cents; "Literature in the Junior High School," Bolenius; "Letters From Colonial Children," Tappan; "A *Mayflower* Maid," Knipe and Knipe; "Pilgrim Stories," Humphrey; "The Story of the Pilgrims for Children," Usher; "Thanksgiving Celebration," Werner. Recitations, dialogues, entertainments, songs, and pantomimes. Price 60 cents; "Thanksgiving," Robert Haven Schauffler, Dodd, Mead & Co. Price $2; "Thanksgiving Entertainments," Joseph Sindelar. A Flanagan Company. 35 cents, paper.

II. Individual poems suitable for programs: "A Collect for Thanksgiving Day," Edwin Markham; "A California Thanksgiving," Harry Noyes Pratt; "The First Thanksgiving Day," Alice Brotherton; "Landing of the Pilgrims," Felicia Hemans; "Thankfulness and Faith," E. Whiting, *Woman's Home Companion,* vol. 52:4, November, 1926; "Thanksgiving," Phoebe Cary; "Thanksgiving Song," A. A. Wiley, *Ladies' Home Journal,* vol. 48: 168, November, 1926; "Thanksgiving," Margaret E. Sangster; "Thanksgiving," V. A. Story, *Good Housekeeping,* vol. 87:24, November, 1928; "Thanksgiving Every Day," F. P. Keyes, *Delineator,* 117: 9X, November, 1930; "When the Frost Is on the Pumpkin," James Whitcomb Riley; Selections from Whittier; Selections from Longfellow's "Courtship of Miles Standish"; other Thanksgiving poems may be found in back numbers of the WESTERN JOURNAL OF EDUCATION for October; the novel "Standish of Standish," by Jane G. Austin, is an excellent source of Pilgrim background; plays, collections, and single productions; "Little American Historical Plays for Little Americans," Hubbard; "Harvest Festival," Mari Ruef Hofer. R. Clayton F. Summy Company. 75 cents (primary to eighth grade—includes dances and description of costumes); "The First Thanksgiving Dinner," Marjorie Benton Cook. Dramatic Publishing Company. Price 25 cents. (One-act play—seven boys and eight girls, twelve to fourteen years of age. Plays thirty-five minutes); "In the Good Old Days," Nora Archibald Smith, in "Plays, Pantomime, and Tableaux;" "The Thankful Heart," in "A Child's Book of Holiday Plays," Frances Gillespy Wickes. (Seven children, one adult.) Macmillan Company. Price 80 cents; Music suggestions: "Calender Song," Forman G. Fischer & Bros. Price 75 cents. (Contains three Thanksgiving songs); "Holidays, Action, and Dialog Songs." Volume 2, contains a short program of drill, dialogue and music. Excellent for young children and especially suited for rural schools. M. Witmark & Sons. Price $1; School choruses published by E. C. Shermer Music Company: No. 6737, "Hymn for America," by L. Camiliera. Unison. Price 6 cents; No. 6057, "Hymn of Thanks," Edward Kremser. Quartette. Price 9 cents; No. 5896, "If With All Your Heart," Mendelssohn. Unison. Price 8 cents; No. 6777, "Song of Allegiance," Arthur Nevin. Orchestra: A. D. 1620, Edward McDowell.

IGNORANCE is shadow. Education is light. Nothing is more unpractical than darkness, nothing is more practical than sunshine.—*David Starr Jordan.*

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The Western Journal of Education

HARR WAGNER, Editor

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

OFFICIAL DEPARTMENT—Official News and Articles furnished by Vierling Kersey and other members of the State Department of Education.

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THE ANNUAL CONVENTION

Mission Inn, Riverside, California

Editorial Review

By Harr Wagner

The keynote of the convention was expression and depression. The County, City, and District Superintendents, and the annual conference of rural supervisors, made a large gathering of an intelligent group of workers in the educational field. The program was artistically printed and sensibly arranged. Vierling Kersey had a pleasing and definite foreword, and the reprint of the various greetings from Governor Rolph, William John Cooper, J. M. Gwinn, Mrs. W. A. Price, B. W. Gearhart, Joseph Long, E. E. Smith, Ira Landis, Robert G. Sproul, Ernest C. Moore, and Will C. Wood were especially featured.

The vesper service in the beautiful cloister music room was well attended, and the address by Mrs. Mary Roberts Coolidge, PhD., of the State Board of Education, was remarkable both in content and delivery. Survival by choice was her theme, the unfit and the misfit were the subjects of her unusual remarks. Birth control and men and women born out of time were given special emphasis. It was a scholarly and timely address. Doctor Coolidge has the courage of her convictions.

Superintendent John B. Williams of San Joaquin County presided at the opening session, and it was a pleasure to find one presiding officer who spoke up in the meeting so he could be heard in the back of the hall as well as in the front rows. He was evidently taught oral reading by a good teacher in his school days. Mrs. Muriel Edmonds of Santa Barbara acted as secretary. Sam Cohn, on account of a serious accident to Mrs. Cohn, was not able to be present, and Alfred Lenz, Walter E. Morgan, Herbert Healy, and W. H. Hanlon, were the speakers—subject: "New Legislation and Needed Legislation." Rural supervisors met Monday at 9:30 a. m. Miss Arta Bradt was chairman, and Mrs. Mollie Platt, secretary. Norma Fenton, Elizabeth Bates, and Lillian B. Hill were among the speakers. Placement conference and teacher training luncheon were among the other features of the day. C. L. McLane, president of the State Board of Education, presided, and Frank A. Henderson acted as secretary. The afternoon was devoted to an address, "Where Do We Stand?" delivered in an effective manner by State Superintendent Kersey. There were many requests that this address be published in full in this issue of the Journal. It is on pages three and four. In the evening, W. T. Helms presided at the dinner, and H. R. Clifton, County Superintendent of Schools of Los Angeles County, and Walter Bachrodt were the principal speakers. The reception at 8:30 p. m. was an enjoyable social affair. Dancing and music and conversation—the pathway to culture—were indulged in, until after the cuckoo clock announced the hour of midnight.

James G. Force, the progressive Superintendent of Monterey County, presided, and Mrs. Ida Collins acted as secretary, at the meeting of County School Superintendents and rural school supervisors. Among the speakers was Helen Heffernan, on "The Problem of the Supervisor"—Miss Heffernan is always interesting and easy to listen to. "Rural Recreation," by N. P. Neilsen; "Problems in Administration," by Mrs. Portia Moss; and "Round Table Discussion," by Robert L. Bird, were among the special features of the program.

The City Superintendents held a session in the Art Gallery Tuesday, October 6. Elmer L. Cave presided, and Lawrence Chenoweth acted as secretary. The subject was "Administration of Supervision." J. M. Gwinn, Walter Hepner, Nicholes Ricciardi, Frank Bouelle, L. B. Travers, and William G. Paden took part in the discussions. H. G. Clement and Wade Thomas officiated at a meeting in the president's room of the inn on the topic of "The District Superintendent." George C. Bush, M. A. Gauer, E. J. Hummel, and L. D. Henderson were on the program.

Tuesday, October 6, in the Public Library, occurred an interesting meeting on "The Interest of the General Public in School Textbooks." Mrs. W. A. Price, president of the California Congress of Parents and Teachers, presided. Mrs. Bingham of Porterville read an excellent paper, covering many points, on "What Does the General Public Know About Textbooks?" C. L. Geer, known as the man of wit and wisdom of school conventions, contributed some interesting comments on the situation. Percy Davis, who attained his doctor's degree by a thesis on state textbook publication, made some remark about sinister influence at work on the textbook situation. Daniel Murphy of the State Board of Education was called upon, and with much feeling resented implication that any group of citizens was interested from purely selfish motives. That not only the group of educators, but other groups were interested in the welfare of the children, and that a square deal required the consideration of both sides of the problem from the viewpoint of fairness. F. O. Evans and L. E. Adams also spoke on expenditure of public funds for school texts. The general public does not realize that less than 2 per cent of money expended for schools goes into the textbook funds. The cut in textbook funds has, on account of the depression, been greater in proportion than that of any other school fund.

The administrative women's luncheon in the Spanish diningroom, Tuesday, October 6, deserves more than a passing comment. Doctor M. Madeline Veverka, who spent all of the past year in Europe and was given the degree of doctor of philosophy by the University of Prague, gave her impressions of classroom teaching in various countries of Europe. Humorous, clear, splendid vizualization, interpretation, and apt comparisons were the outstanding features of a very remarkable address.

The general session was held in the Memorial Auditorium on Tuesday afternoon, with E. P. Clarke presiding, and Ada York acting as secretary. Willard Givens faced the facts. He is opposed to the state publication of textbooks, opposed to state adoption, and in favor of local adoption. He is opposed to outside school surveys, and is convinced that the City of Oakland has the ability to decide intelligently upon its own problems. He was eloquent and convincing and at times showed intense feeling. Paul F. Cadman was the orator of the convention. In view of the fact that he is the executive secretary of the San Francisco Stock Exchange, his remarks on the business depression were of more than usual interest. His climax came when he said: "The depression is not a matter of the future; it is here——" The address was a masterpiece.

The Association of California School Superintendents met in the Memorial Auditorium for a business session with Walter Helms and Ada York in charge. Paul Stewart of Santa Barbara nominated A. R. Clifton for president for 1932, and he was elected. Pansy Abbott was elected vice president, and Ada York, secretary. The rural supervisors and County Superintendents, Miss Arta Bradt presiding, gave a dinner that was noted for its many interesting features, on Tuesday evening, in the banquet room of the inn. The various "stunts" were received with great applause and much laughter. Wednesday, October 7, in the cloister music room, specific problems of County Superintendents were considered. David Martin and Miss Pearle Sanderson, officiating. C. W. Edwards, J. E. Han-

cock, Pansy Abbott, C. B. Collins, Blanche Reynolds, and J. E. Partridge were all on the program.

The City Superintendents met in the art gallery and, under direction of Paul Stewart and H. W. Jones, an unusual program was rendered—John A. Sexson on the city survey, Lewis W. Smith on curricular activities, and C. Ray Holbrook on school costs and economies.

The District Superintendents met in the presidential suite, Homer Martin and Mark Jacobs in charge. The speakers were T. S. MacQuiddy, K. L. Stockton, and Robert Bruce.

The rural supervisors met in various groups and considered music, art, and health in separate groups.

The general session in the Memorial Auditorium, Forrest V. Routt presiding, and Eva Holmes acting as secretary, was made noteworthy by the address of L. W. Stephens of Long Beach—"The Challenge of Unsolved Problems." In this address there was the undercurrent of pathos, of deep feeling, of the realization of a life work completed, and a splendid career nearing the close of its educational activity. Superintendent Stephens is greatly beloved and respected by his coworkers. Theodore Gerald Soares spoke on "Changing Moralities." The college dinners on Wednesday—University of California, Forrest Routt, chairman; Stanford University, Paul E. Stewart; University of Southern California, A. R. Clifton, were lively affairs.

Thursday the Association of California Public School Superintendents held a closing session. W. T. Helms presided, J. M. Gwinn, David Martin, and Willard F. Givens were the speakers, and J. G. Hancock presented the resolutions.

The rural supervisors closed the session with a good meeting in the Adobe. Mrs. Estelle Close presided, and Mrs. Georgia Johnson was the secretary. "The Round Table Conference" on "What Can the Rural Supervisor Do to Stimulate Creative Teaching?" was well worth while. Miss Gilbert, Mrs. Lorraine M. Sherer, Mrs. Clara H. Smith, Mrs. May E. Bacon, Mrs. Ethel S. Ward, Mrs. Amy W. McKee, Mrs. Evadna Perry, Mrs. Grace Pearce, Miss Lynda Yageman, and Miss Margaret Van Voorhees contributed to the program. The business meeting of the California Rural Supervisors Association closed the convention.

The Lobby

THE LOBBY is always the most interesting place at a convention held in a hotel like the Mission Inn. The groups of people everywhere, the familiar and unfamiliar faces, the meeting of coworkers, of mutual friends, and the conversations on current events, educational flotsam and jetsam, human interest stories, all find a place in the lobby during a convention like this, where the people know each other and their work.

Superintendent Kersey invited publishers and their representatives to sit at his table during breakfast on Tuesday morning, October 6. There were about forty present. Mr. Kersey in a brief address placed special emphasis on the friendly feeling among the school people and bookmen, and on the high standard of commercial ethics that prevailed. He also spoke of the educational part of a book campaign, leading to careful analysis and proper system of textbooks and their value.

Walter L. Bachrodt, chairman of the legislative committee, was active in the lobby and in the sessions, and is enthusiastic for submitting to the people of the state, in the near future, an initiative measure to amend the constitution in reference to the adoption and printing of books by the State Printing Office.

David Rhys Jones, who with George Freeland of State Teachers College, San Jose, and Doctor John Almack and Mr. Staffelbach of the State Teachers Association and Stanford University, is preparing a series of arithmetics for the Harr Wagner Publishing Company, was an interested listener at the various meetings.

Depression, repression, expression, in the meetings in the dining-rooms, in the lecture halls, everywhere. No enthusiasm, no optimism, no clear-visioned leadership. The keynote is more education, better education, tax relief from the small homes and farms, but no agreement on sales tax, luxury tax, income tax. Educators must coöperate with Superintendent Kersey in the leadership or it will mean less money for salaries, for buildings and equipments, and a shortening of courses from twelve years to eight years.

There is a way out, but it is not in the way of pessimism. We want to keep up our standards and be progressive.

Helen Heffernan was the life of the party at the Mission Inn, and the several hundred rural supervisors of the state who were present enjoyed her talks, and are in hearty sympathy with her progressive program for the improvement of the rural schools.

The Mission Inn was a constant delight. The beautiful art halls, the spacious and unique dining and banquet rooms, the patio, the lobby, the service, and the rich settings, the heritage of the past, brought into modern use by the genius and devotion of Frank Miller, the master of the inn.

A DAY AT THE CONVENTION

By HERBERT F. CLARK

Assistant Director, Vocational Education, Los Angeles City Schools

In the Beginning.—On Monday of convention week, I saw a copy of the program to be carried out at the Superintendents' Convention at Riverside. In that I discovered a session to be devoted to several phases of supervision. And being a humble supervisor, on the following morning I hitched the old gray mare to the buckboard and hied me away to the convention city.

Superintendent Gwinn of San Francisco.—The first address on the subject was by Superintendent Gwinn of San Francisco. He read a scholarly paper on the basis for proper supervision. He said the first requisite of a competent supervisor was to ascertain facts, construct a definite plan on those facts, and carry the plan into execution. If, he maintained, the supervisor would do this, he would engender in his teachers the same attitude of mind. "Teach teachers to diagnose situations," he said, and in so doing they would adapt them to favorable conditions for teaching and learning. The paper was replete with constructive suggestions for better supervision.

Superintendent Hepner of San Diego.—Supervisory relationships was the subject of a well-prepared paper by Superintendent Hepner of San Diego. "The classroom" Mr. Hepner said, "is the focus of all school activities." The supervisor is the person next to the teacher whose influence affects most the welfare of the child. Hence, the vital necessity that the relationship of teacher and supervisor be of a most wholesome sort. There should be a spirit of coöperation and good will existing between them, in order that the teacher might exert her best energies in behalf of the children, rather than have them dissipated in fear and discouragement.

Doctor Nicholas Ricciardi.—Organization for supervision in secondary schools was the theme of an able paper by Doctor Nicholas Ricciardi. He maintained that the principal of the school must, of necessity, be the center of all supervisory activities. He is the point of contact between the Superintendent's office and all the activities of the school. He discussed classroom visitation and demonstration, teacher-supervisor relationships, attitude of teacher toward supervisor, problems of teachers, best methods of attaining ends of supervision, self-impelled activities, and teacher relation to principal. "All agencies," he said, "affecting the welfare of that particular school should work through the principal's office. He is the key man in the educational structure."

Superintendent Bouelle of Los Angeles.—It became the responsibility of Superintendent Bouelle of Los Angeles to bring to a close, or climax, these able presentations on supervisory relationships. He did this in an attempt to indicate possible methods of evaluation of supervision. He spoke of a lack of material in published form on the subject. Perhaps, the work and influence of the supervisor is of such nature as to escape any valid evaluation. On the other hand, he maintained that certain conditions must exist in order that constructive supervision might take place. He spoke of two kinds of supervision

—routine and creative—and that the machinery of a large school system tended to make supervision the former sort. Some of the barriers to constructive supervision he maintained, are lack of understanding as to what is expected of supervisors; lack of coördination of various school activities. He advocated an organization of the Superintendent's staff in such way as to provide an Assistant Superintendent in charge of the improvement of instruction. As evidence of progress in a supervisory program he advocated a sound philosophy of education, a just distribution of teacher load, and better-planned subject program.

My Own Reactions.—It was an interesting experience to sit and hear your own job analyzed and discussed by men of ability and great responsibility. You felt as though you were under a microscope with a high power lens concentrating the rays of light upon your own anatomy. It must be confessed, however, that the four papers were replete with helpful suggestions and tended to make one proud of his job.

The supervisor does occupy a unique position in a school organization. He is supposed to work somewhere between the Superintendent's office and that of the presiding principal. In the matter of expertness and knowledge in his particular field he represents the Superintendent's office, but in order to make this special ability effective, he must coöperate closely with the principal in charge. Progressive principals see this relationship and arrange discussions with the supervisor. As a matter of fact, these two major relationships, that with the Superintendent and the principal, are apt to overshadow the relationship to the teacher and the children under her charge. The principal is the one who creates the atmosphere of his particular school. It is his spirit that permeates the teachers and student body. His influence is continual and abiding. An occasional visit of the supervisor cannot change this atmosphere materially. The teacher contacts of the supervisor may be friendly and coöperative, but without the cordial reception and support of the principal the good work may be largely nullified.

Another relationship of the supervisor is that with his fellow supervisors in other subjects of instruction. Naturally, and properly, the supervisor seeks to extend the work of his particular subject. He wouldn't be a good supervisor if he weren't zealous for his cause. And, because of this competition, he is forced to build up a favorable reaction to his subject, with the principal and administrators in charge. He can't say, "I have my work established, therefore I can rest on my oars." Educational procedures are not static—they are in constant flux. The successful supervisor must keep abreast of the times and vitalize his work with new ideas and methods.

The day at Riverside was well spent. The four papers presented by the four outstanding educational leaders of the state should be published in pamphlet form and a copy given to every supervisor in the state. He could and would profit by his perusal.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

[Editor's Note: W. M. Culp is touring the Eastern States in the interest of the Harr Wagner Publishing Company and for the next few months we may expect some interesting "Jottings" on educational personalities and activities.—H. W.]

These are strange times, with rumors and rumors of rumors.

The plasma of human consciousness is quivering with every breath of conjecture in relation to business, weather, manners, or religions.

It is to be a hard winter, saith rumor. The bluejays are deserting the high Sierras for the lowlands of the San Joaquin and Sacramento valleys. The mountain quail are searching the foothill haunts. The Waipitu deer have grown an extra heavy coat before fall has yet broken. The persimmons along the Kaw are sweet before the first bitter frost. The squirrels are storing huge quantities of nuts still green.

It is to be a depressed winter—continued rumor. Banks continue to fall like houses of cards. Stocks and bonds fluctuate hither and yon. Dividends are passed and the land is flowing with evidences of wealth unused. Cotton, grain, corn, fruits, gold—all are in great abundance. Stores are stocked high with the goods of the world, and in the midst of plenty—great unemployment.

It is the time for the harvest, crieth the churches. In time of distress man turneth to religion. From the tabernacle of the Latter-Day Saints in Salt Lake City, the word goeth out to send out more missionaries, for the opportunity is present for many converts. Catholic, Jew, and Protestant in church and on radio speak in the same tenor. If hysteria is rampant, it is because of the multiplicity of evil rumors.

And the schools carry on with increased enrollments, greater responsibilities, and decreased budgets.

Greater efficiency and less money to accomplish it is the problem of practically every school administrator in the country.

The schools are aiding the general welfare by keeping in schools those boys and girls in the later teens who ordinarily would seek jobs, and the schools are teaching those out of employment how to fill better positions when the time comes.

The schools have a greater burden upon them than ever before of feeding the hungry children, of seeing that their physical weaknesses and illnesses are attended to, in addition to keeping up the morale of parents out of work with whom they come in contact.

The topsy-turviness of it all, with an overabundance of every necessity of life, including panaceas by the thousands for our dilemmas, is a real problem for the educator to solve.

The Educational Moses is awaited who will lead us into the pastures of plenty and optimism.

Los Angeles, Santa Barbara, Salinas, San Francisco, Salt Lake City, Pueblo, Colorado Springs, Denver, Kansas City, Mo., have been the panorama of the last two weeks.

To the constant traveler it is the hotel that gives the flavor of the day and the quietude of the night. Hotels are as variant as human beings. Some are blatant, others modest; some showy, others drab; some fresh, others musty; some filled with the full flavor of hospitality, others crude with bare commercialism. The Frémont Hotel, Los Angeles, a hostelry of yesteryear, with huge rooms with high ceilings, red plush carpets, wall-high pier mirrors, located at Fourth and Olive streets, up the hill a block from Pershing Square; and the ultra-modern Biltmore in the center of downtown Los Angeles, a stopping-place made unique by Wm. B. Clark, proprietor. Hotel Utah, Salt Lake City, facing the Temple grounds—the meeting place of all Utah. The Antlers, Colorado Springs, a resort hotel of charm, at an elevation of six thousand feet, in a park of fifteen acres, with Pike's Peak towering in the background. The Hotel del Coronado of Colorado Springs.

Frank A. Bouelle, Superintendent of the Los Angeles City Schools, recently made an announcement in regard to extra-curricular school activities, which presumably had gone too far afield in Los Angeles—one high school having accumulated a fund of some $80,000. Mr. Bouelle states that the primary purpose of the public schools is the teaching of subjects required by law; that only when the main object of the schools has been carried out and there is surplus time will extra-curricular activities be permitted, and then there will be a choice of those which further the main object, and a rejection of those that do not.

In furthering this idea of Superintendent Bouelle of Los Angeles, in regard to extra-curricular activities, a limit has been placed upon the amount each school student body can

accumulate in its activities. The amount is determined by the enrollment of the schools, and runs from a couple of hundred dollars to around two thousand dollars. Instead of making and accumulating money, the student bodies will attempt to carry out their activities at as near cost as possible.

Mrs. Lorraine M. Sherer, director of curriculum of the Los Angeles County schools, has been receiving much favorable publicity for her program of progressive education, which she has been privileged to inaugurate under the county superintendency of A. R. Clifton and his County Board of Education. In a recent issue of the Los Angeles *Times*, several columns were given to an exposition of her new program. Two new courses of study, a primary unit published last year, and an intermediate unit, printed this summer, form the basis for socialized activity program carried on in the Los Angeles County schools under the jurisdiction of Superintendent A. R. Clifton.

Of the many towns nestling at the foot of the Sierra Madre Mountains, that form the northern boundary of the Los Angeles plain, none is more attractive than Azusa, with snow-capped Old Baldy almost in the background. Orange and lemon groves, avocado orchards, pepper trees, oleanders, rose hedges, green lawns, paved highways, suburban homes, are mingled together into a pleasing whole. The Citrus Union High School and Junior College, housed in one of the most attractive plants in the whole of Southern California, flourishes under the guidance of Principal Floyd S. Hayden.

The city grammar schools, noted for the excellence of their instruction, have been a two-term development under the district superintendency of C. C. Carpenter. Three schools, over twelve hundred children, and forty teachers comprise the elementary system. From a report of the California State Department of Education, the Azusa city schools now rank among the first in California in respect to preparation of its teachers and the number of degrees held by the faculties.

JAMES A. JOYCE, Superintendent of the Taft Grammar Schools, believes in building fine schools. An example is the new addition to the Roosevelt Elementary School, designed for the hot climate of Taft. Its high ceilings and walls of reinforced concrete give a cooling effect. Kindergarten, cafeteria, a combined gymnasium and auditorium, and classrooms comprise the new unit.

MRS. M. L. ROSENBERRY, District Superintendent of the Garvey School District, has been connected with the system for the past seven years, during the last three of which she has held her present office. A graduate of Columbia University, with the degrees of A.B. and M.A., Mrs. Rosenberry has continued to make the five schools of the district stand out among the many fine schools in Los Angeles County. The University of California at Los Angeles, department of teacher training, looks upon the Garvey schools as a model rural system and sends out students to make observations. Teachers of the district number sixty-eight, and at the first of the school year 1789 pupils were enrolled.

FRANK M. WRIGHT, District Superintendent of the El Monte Schools, is chairman of the tax committee of the Los Angeles County Administrators' Association. It is the intention of this committee to formulate plans in regard to a new scheme of state taxation, favorable to education in California. This plan will be presented to the next Legislature.

Mr. Wright has recently completed the expenditure of some $40,000 upon a new auditorium and gymnasium building, a very attractive and commodious structure, which will be finished next year out of current tax levies. The huge basement of this building has been skilfully fitted up for a cafeteria. The large kitchen, storeroom, and the cafeteria counters, tables, and chairs, all freshly painted, make an artistic whole. Mr. Wright runs this cafeteria at as near cost as possible, and if there is any profit it is turned back into new equipment. All the children eating at school, whether they buy any cafeteria food or not, sit in this cafeteria and eat in the cheerful atmosphere.

W. J. OAKES has been promoted to the principalship of the Memorial Junior High School, San Diego. Mr. Oakes has been in the San Diego system for twelve years, holding such positions as that of teacher, physical education director, and principal of an elementary school. He is a graduate of the Edinboro State Normal School, Pennsylvania, has an A.B. from the San Diego State Teachers College, an L.L.D. from the Indianapolis Law School, and is working for an M.A. from the University of Southern California.

S. B. HATTRUP was elected to the district superintendency of the Vista grammar schools this summer. Vista is in the midst of a huge new irrigation project made possible by the construction of the Henshaw dam at Warner's ranch, in the Palomar Mountains of San Diego County. New ranches have been established by the hundreds in this section. In 1930 a new school building was demanded for the increased school population and was erected at a cost of $57,000. It is a two-story structure, built on a ten-acre site. The building has tile roof, contains eight classrooms, a suite of offices, a library, and a nurse's room. The structure is electrically equipped throughout for heat, telephone, and bell systems. Mr. Hattrup is a graduate of the Chico State Teachers College. His previous work includes six years as principal of the Burbank School, Oroville, and two years in a San Diego junior high school.

THE FULLERTON GRAMMAR SCHOOLS, under Superintendent R. E. Green, are stressing health education this year. The Kiwanis Club, especially, is backing the project, together with the organizations of the Rotarians, Twenty–Thirty Club, etc. One hundred per cent coöperation of the dentists in town has been secured for a survey of the teeth of the 1753 children in the city's schools. One whole day will be given to this survey. Then each dentist will give one-half day free clinic service each month. Parents will be notified if dental work is necessary. If the parents are unable to afford the work, the schools and clubs will see that the work is done. Malnutrition and other forms of ill health will be observed and treated. Provision has been made by Superintendent Green for a thorough follow-up of each case needing attention. Miss Margaret Cummings is school librarian for the Fullerton grammar schools.

MRS. DRUSILLA RHODES, director of curriculum and rural school supervisor of the San Luis Obispo schools, has this past summer made available her activity program for rural schools. This work has been developed under Robert L. Bird, Superintendent of the San Luis Obispo County Schools for the past two years.

J. E. BUCKMAN, Superintendent of Tulare County Schools, California, started off the school year by having a meeting of all of the teachers of the county a few days before most of the schools started. Directions and instructions for carrying out the plans for the new year were the subjects of discussion.

THE EMERY PARK SCHOOL, Alhambra, Cal., was planned by City Superintendent Forrest V. Routt and his Board of Education to be a model school building. Every known practical model feature that would be an aid to the modern school educational program has been made a part of this institution. Ninety-two thousand dollars was spent for the plot of ground for the school and $115,000 upon the building proper. The Emery School is a two-story brick and reinforced concrete structure. Of rectangular shape, a kindergarten is made a wing on one end. The school contains sixteen classrooms, a kindergarten, a cafeteria, a clinic, a library room, a counselors' room, and a fine suite of offices. It has automatic steam heating and there is installed into each room and corridor of the building a radio and microphone with loud-speaker communication. The keyboard for this radio work is of latest design; it can be set automatically, as any room or all rooms can hear a program as desired. In addition, there is a phonograph attachment for the broadcast of phonograph records.

The kindergarten is of special design. There is a large playroom and a raised section divided into two workrooms. Off the main floor are situated the cloakroom and a storeroom.

The use of tile part way up the walls of the corridors is one of the features that makes the building most attractive.

A. K. Kauffman, for five years in the Alhambra system, was promoted this year to the principalship of this fine new school. Mr. Kauffman is a graduate of the Pennsylvania State Normal School and has done considerable work at the University of California at Los Angeles.

G. W. Speck is principal of the Paso Robles Junior High School.

James Walker, District Superintendent of the King City Grammar Schools for many years, was appointed this summer to the position of general supervisor and director of tests and measurements for Monterey County, by James G. Force, County Superintendent.

A. K. Livingston was elected to the district superintendency of the King City Grammar School to succeed James Walker, who accepted a general supervisorship for Monterey County schools. Mr. Livingston graduated from San Jose State Teachers College in 1917, and in 1931 received an A.B. degree from the Santa Barbara State Teachers College. Part of his teaching experience includes five years in the Coalinga Junior High School and four years as principal of the Oil Field Grammar School.

R. H. Down, District Superintendent of Pacific Grove, was this year elected to the presidency of the Monterey County Board of Education.

The Pacific Grove Grammar School, under the guidance of District Superintendent R. H. Down, is advancing steadily year by year in educational achievements. It is the aim of Mr. Down to initiate some new feature each year. This year it has been the securing of a full-time physical education director and manual training teacher. Ralph E. Johnson, a recent graduate of the Santa Barbara State Teachers College, trained along these lines, was secured for this position. A new sound-proof shop was established on the ground floor of the school. The shop was furnished with new equipment. The department includes a workroom, office for the instructor, a storeroom, a toolroom, and lockers for the students. In addition to these improvements, an electric clock and telephone system is being installed in the schools. The faculty has been increased by securing the services of Miss Anna Cordes. Additional land adjacent to the school has been purchased for playground space. Mr. Down will have the help of James Walker, Monterey County director of tests and measurements, in giving various tests throughout the school year to all the pupils in the school. The Pacific Grove Grammar School has a faculty of twenty-nine and an enrollment of 920 pupils. Next year a new school in another section of the town is contemplated. A five-acre site has already been purchased with this idea in mind.

Monterey County is one of the larger county units in California. Within its limits are some of the largest California cattle ranches of tens of thousands of acres. At Monterey, Pacific Grove, and Carmel, facing Monterey Bay and the Pacific Ocean, are viewed some of the most beautiful scenic views of the entire West. Around Salinas, once a great sugar-beet section, the agriculturists have turned to lettuce growing, and upon the wave of vitamin consumption have reaped tremendous fortunes. Salinas, county seat of Monterey County, once a sleepy cattle town, is now a small bustling metropolis with fine schools, stores, streets, and houses.

James G. Force is Superintendent of the Monterey County Schools. He is in his third term. He has grown up with the county. For many years he was head of the Soledad Grammar School. Some nine thousand pupils are registered in the schools of the county. In administering these units, Mr. Force has a budget of $258,654.66. Of this sum, $30,000 is for transportation and for the paying of teachers who are added after schools start, to schools who increase tremendously in enrollment over the previous year. Mr. Force has added teachers to the Spreckels, Santa Rita, Chualar, and Castroville schools.

In administering this county, large in physical area, Mr. Force has established a fine supervisory force of eight people. Each person is assigned a section of the county and certain duties, as follows: Mrs. Helen Patteron, general supervisor band and orchestra, King City and Southern Monterey County; Mrs. Elmarie Hulbert Hyler, general supervisor art and music, Northern Monterey County; Miss Elizabeth Hollis, general supervisor, Monterey Peninsula; Mrs. Christine Otis Wergen, physical education for the whole county; Mrs. C. R. Whitcher, director of Americanization for whole county; Joseph P. Feliz, supervisor of attendance for whole county; James A. Walker, general supervisor in charge tests and measurements for whole county; Robert A. Nagler, band and orchestra, Northern Monterey County.

W. Karl Hopkins has been Superintendent of the Ogden, Utah Schools for the past twelve years. In a city of forty thousand inhabitants, he has a school enrollment of ten thousand pupils, or 25 per cent of the population, a record of achievement. In the system are fifteen schools—one senior high school, four junior high schools, and ten elementary schools. This year saw the turning of all the elementary schools over to the platoon system, a movement which started six years ago with two schools. One of the high lights of the Ogden High School is the R. O. T. C. unit. This school has been an R. O. T. C. honor school in the Ninth Corps area for years. The school boasts a magnificent R. O. T. C. band and well-trained companies. In aiding the general distress of unemployment in Ogden, the teachers have voted to pay 3 per cent of their salaries for five months, commencing in October. In addition, the Ogden Rotary Club is purchasing schoolbooks for the high school pupils unable to buy them.

George N. Child, Superintendent of the Salt Lake City Schools, has for twelve years been developing an individualistic system of education in Salt Lake City. Courses of study have been made that are not rigid, but are adapted to the various abilities of the pupils. Textbooks are not used lavishly, but as aids to problems needing solving. Mr. Child believes that education is a factor in the prosperity of our country, for it is the school that creates a desire for better living conditions and a feeling of need for the creations of modern inventive genius. Mr. Child believes that education is giving greater intelligence to industry and that it is through greater intelligence that the problems of the times will be solved.

Salt Lake City has a school population of thirty-three thousand students, guided by eleven hundred teachers, in thirty-one elementary schools, seven junior high schools, and three senior high schools. The problems of this school year include the handling of some twelve hundred additional students in the three senior high schools, a situation caused largely by the closing of the Latter Day Saints High School in Salt Lake City this last spring. In the completion of the South High School, at a cost of $1,000,000, Mr. Child believes that Salt Lake City has one of the finest high school structures of any city in the United States. Constructed as a part of a program for aiding unemployment, the building would have cost hundreds of thousands more if built several years ago.

R. M. Grindle, principal of the North Junior High School, Colorado Springs, Colo., is chairman of the science committee of the Colorado Springs junior high schools, and is expert in the construction of science courses of study.

R. J. Wasson was appointed this year to the position of Assistant Superintendent and director of curriculum of the Colorado Springs, Colo., schools.

In Hobart M. Corning, Superintendent of Colorado Springs, Colo., Schools, the Rocky Mountain States possess an outstanding educational leader. In twenty years of teaching and executive experience, Mr. Corning has covered a wide field of educational labors. Raised in Washington, D. C., he went

through the elementary and secondary schools of that city. He then attended Dickinson College, Pa., and graduated with the degrees of A.B. and M.A. A year's graduate work was undertaken at Teachers College, Columbia University. His first position was that of English teacher in the Johnstown, Pa., high school, a place he held for two years. The next four years saw him as supervising principal of the Newport, Pa., schools. Then came ten years as City Superintendent of Trinidad Schools, Colo. Here Mr. Corning developed educational procedures based upon a differentiated program, formulated from continuous testing of the abilities of the pupils under him. A book published at this time by Scott, Foresman & Co., entitled "After Testing, What?" was considered such a sound contribution that it is still used as a textbook in many colleges and universities. Four years ago Mr. Corning came to Colorado Springs as Superintendent. His work in Colorado Springs has been a continuation of his program developed at Trinidad, which was that of making multiple courses of study fitted to meet the needs and individual differences of the pupils. This was discovered by a thorough and continuous testing program. His financial program is to achieve greater efficiency with a smaller budget.

As a lecturer, Mr. Corning has had many calls. He has taught in the summer sessions of Missouri University, Denver University, and Western State College, Colorado. Further, he has given special courses of lectures at summer sessions at the Colorado State Teachers College and Denver University.

Mr. Corning has held many educational offices in the Colorado State Teachers Association. He has been state president as well as president of the southern division of the state organization. He was a member of the articulation committee of the Department of Superintendents that published the 1930 Yearbook. Colorado College conferred the honorary degree of C.E.D.D. upon him in the spring of 1930.

J. F. Keating, Superintendent, district No. 20, Pueblo City Schools, Colo., has the distinction of holding his present position since 1896. Mr. Keating has the Colorado State record for continuous executive service in the same position. During his many years of service in his district, which is one of the two districts into which Pueblo is divided (district No. 2 being under the efficient direction of Superintendent James H. Risley), Mr. Keating has kept abreast with modern education and has kept his courses of study up to date. Students under his charge number more than seven thousand. Two hundred and seventy-five teachers are in control of one senior high school, one junior high school, and eleven elementary schools.

For many years Mr. Keating taught in the summer sessions of the Greeley, Colo., State Teachers College, and since 1921 he has been a summer session faculty member of the Western State College at Gunnison, Colo. At two periods he was acting president of this institution, while a permanent executive was being chosen. Courses in history and supervision are given by Superintendent Keating in his summer session school work. A native of Ohio, Mr. Keating is a graduate of Ohio Weslesyan University.

The Denver public schools have an enrollment of over forty-seven thousand pupils, the largest number ever registered in the history of the city. Superintendent A. L. Threlkeld believes that the keeping of young girls and boys of school age out of industry will aid the unemployment situation at this time, by making these same positions available for adults.

DAVID STARR JORDAN

By HARR WAGNER

[Born in 1851, died 1931. Graduated from Cornell University, 1872. President Indiana University, 1885, and of Stanford University, 1891.]

THE PASSING of Doctor Jordan brings back a very vivid recollection of my first acquaintance with him at Pacific Beach, San Diego, in July, 1891. I secured him to give several lectures at the summer school for teachers, held under the auspices of the County Board of Education. It was the first official summer school for teachers held in California—at least under County Board auspices. One morning before breakfast we went to La Jolla. Doctor Jordan was greatly interested in the various forms of life in the water, and in a few minutes he had his shoes off, trousers rolled up, and was wading in the water in search of specimens. His visit resulted in long friendship of the Hyatt family. San Diego always sent a large percentage of its students prepared for the university to Stanford.

Although a scientist, his friendship for poets and writers was very keen. He was a sincere admirer of Joaquin Miller, although Miller was not his type of man at all. During the first twenty years of the university's existence, Jordan had Miller as his personal guest several times each year.

I arranged with Doctor Jordan for the publication of his first literary contribution in book form, "The Care and Culture of Men," and his other book, "The Innumerable Company." We also published "Matka," the fur-seal story for children, of which many thousands of copies have been sold and which is now published by the World Book Company.

When the Home Industry League in 1916 gave a dinner to the poets and prose writers of California, Doctor Jordan, after reading to the audience his "Castles in Spain," said to me: "I would rather be remembered as a poet than as a scientist." He had the real poetic temperament, and it was expressed in many ways.

Doctor Jordan was a great soul. He loved the little things of life, and wrote nonsense books for his children, yet he heard the cry of the children of men, and prayed for peace and wept at the futility of war. His mind was in tune with the infinite and his spirit lives in the things which he interpreted and understood.

IT IS CLEAR that the knowledge is of most worth which can be most directly wrought into the fabric of our lives. That discipline is most valuable which will best serve us in "quietly unfolding our own individualities."—*David Starr Jordan.*

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

All Aboard

By Miss Blanche Galloway, *Librarian, Madera County Free Library.*

[Editor's note: Many librarians make a special effort to enlist the interest of children in reading during their school vacation. Miss Blanche Galloway, librarian, Madera County Free Library, presented such a unique plan to the children of Madera for vacation traveling by means of books, that it met with hearty response from the young people. The plan is given in the interesting article, "All Aboard!" written by Miss Galloway.]

"Any child wishing to travel through Italy, France, Mexico, or Africa via the book route during the vacation period may apply for a passport at the Madera County Free Library any time during the next week. There will be special story hours, with pictures and movies and real treasures to see, for all those taking the trips."

When this invitation went forth to the children of Madera, during the last week of school, little did we realize how much pleasure and real fun was in store for those of us who were to take part in this adventure.

The little green passport with its orange label, which made it look very official, and the legend "See the World Through Books" was enticing enough to excite interest, but when it was found that it unfolded just like a real ticket, and that it called for all the detailed description of height, color of eyes and hair, place of birth, and picture, there were real thrills to be had in ascertaining this information and getting it entered in its proper place. The library soon learned that it was necessary to install a yardstick in the boys' and girls' room as a part of the standard equipment, while this process of filling in the passport went on.

Incidentally, the local stamp picture emporium did a rushing business that week, providing pictures which compared favorably with those placed on most passports.

There was no age limit, so when some of the younger children who could not read the big books asked if it would count if their parents read the books aloud to them, they were admitted to the group.

There was much discussion concerning the means of conveyance to be selected, for while some thought that they would like to travel by train and bus, others wished to make time and have the extra thrill of an airplane ride, while still others contended that they could see much more by walking or riding a bicycle.

France was to be the first country visited, and what an attractive array of books of travel, history, and legend there was to select from. For the next few weeks our conductor was kept busy punching the passports as the books were brought back and exchanged. Then came the eventful Saturday morning when everyone was to bring something which had come from France, and tell us about it. There were peasant caps, jackets, and wooden shoes, which had to be put on some child in order to display them to the best advantage, and then there were the pictures thrown on the screen showing the homes and villages and some of the old chateaux and cathedrals.

Much to the delight of our Italian children, we decided to visit Italy next. They could hardly wait until the time came for them to bring some of the treasures from their homes, which their parents had brought with them when they came to this country, or which had been sent them by fond aunts or uncles who had never seen the children. Again there were many attractive books from which to make selections, and after a few weeks the eagerly anticipated story hour time arrived, which this time took the form of a motion picture of travel scenes in Italy. There were lovely silk scarfs, beads, shawls, laces, and beautiful pictures to be told about, and the Italian children were made to feel very proud of the land of their fathers.

The accompanying picture of the group who attended that day was taken after the story hour.

Mexico gave us a real thrill with the moving picture of the beautiful scenery, quaint home life, and antiquated modes of travel, and the Mexican children were justly proud of the pottery, rugs, and handwork which they brought in.

Some of the younger children thought they had been in Mexico, because they had traveled on the Santa Fe and stopped at some of the stations in New Mexico where Mexican pottery was being sold by natives, but their accounts were interesting and some of their experiences were most enlightening.

Africa was chosen because of the many recent books and pictures of animal life and adventure, which have claimed so much attention.

We have had a good time on our travels, and the best of it is that we don't have to stop our trips as most people do, just because school is beginning, for we now have a habit which will stay with many of us through the years to come.

After all the pleasant things we have seen, I doubt very much if the words Dago, Frog, and Greaser will ever appear in our vocabularies again.

Library Publicity at the State Fair

The effectiveness of publicity by means of exhibits is a matter of interest and study. Exhibits made at conventions are not always satisfactory, because the main ideas of a convention are the messages delivered by the speakers and the personal contacts among the delegates. People who attend the state fair, however, go with the definite intention of viewing exhibits; consequently, the State Library considers it good publicity to exhibit annually at the fair the library activities of California.

For the eight days of the 1931 state fair beginning September 5, the attendance totaled over 326,000 persons, making a daily average of over forty thousand visitors to the buildings housing the various types of exhibits. A great number of these people stopped to see the State Library exhibit.

The State Library was fortunate in securing a commodious, well-lighted booth, forty-eight feet long, formerly occupied by the Pacific Gas and Electric Company, on the mezzanine floor of the Agricultural Building. The P. G. and E. moved out of the building in order to have ground space for a life-size model farm, demonstrating the many uses to which electricity may be adapted in farm operation.

The State Library exhibit exemplified the library system of California. It showed library service to city people by means of public

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libraries, to rural people and residents of small towns through branches of county libraries, specialized service to schools through the school library department of county libraries, and a supplementary service of nonfiction to all the residents of California by the State Library.

This idea was accentuated by a large electrically lighted map covering a wall space eighteen by forty-eight feet at the end of the building, showing what California offers in the way of library service through the combined efforts of county libraries, city libraries, and the State Library. This map, which was displayed by the American Library Association at Philadelphia in 1926, has been a permanent exhibit in the Agricultural Building since that time. The statistical matter has been periodically brought up to date.

In the center of the booth was an attractive model of a public library, which was approximately ten feet long, four feet wide, and five feet high. From two passages on either side of the building figures of men, women, and children, averaging about seven inches in height, entered the library. At the same time, through swinging doors at the front entrance of the building, other miniature people emerged carrying books. This electrically operated exhibit was a never-failing source of interest to throngs of people.

Public library service to rural people through county libraries, and coöperation between county libraries and schools, was depicted by means of county maps, showing a network of library branches, and by many mounted pictures. The pictures illustrated most effectively numerous types of community branches, ranging in size from large ones in towns and populous rural communities to the isolated branches providing books for people who dwell in the mountain and desert areas of California. Pictures of town schools, excellent, consolidated rural schools, valley schools with all the grades and one teacher, remote desert and mountain schools, represented the 2445 school districts, whose trustees have chosen to make their school libraries branches of their respective county libraries.

Mounted views of the State Library building gave the public an idea of the sections of the institution which would be of particular interest to borrowers. Two of these sections were featured by displays in cases. A case of Californiana was filled with valuable relics and served to remind descendants of pioneers of their responsibility in preserving items of historic interest. In another case were copies of books for the blind; also writing appliances and games. The fact that the State Library has on its staff two blind teachers for the blind people of California, who become blind in adult life, and that it has over twenty-eight thousand volumes of all classes of books in blind type and sends them to all parts of California in order to serve over two thousand borrowers, was a surprise to many visitors at the State Fair. Through these visitors the message is carried back to others who may need it.

A bookcase filled with nonfiction served to inform people of the class of books which were procurable from the State Library by "seeing people."

Two tables and a number of chairs invited the general public to stop, rest, and read the magazines or look at a portfolio of pictures, showing the type of pictures the Contra Costa County Library provides for its branches. It was interesting to note the number of men and boys who were frequent users of the reading table.

Several members of the State Library staff alternated as attendants in the booth. Through them much information was given to visitors, and thousands of people had their thoughts turned toward libraries by the exhibit.

Notes

MISS ANNE BELL BAILEY, librarian, Tehama County Free Library, has issued to the teachers of that county an excellent supplement for the fiscal year, 1930–31, showing the books added to the Teachers' Professional Library, which is administered by the county library.

THE BEAUTIFUL new county free library and office building for Solano County will be dedicated on October 5. The county free library will occupy the entire first floor. The offices of the agricultural commissioner, farm adviser, home demonstration agent, and farm bureau department will occupy the second story. A commodious assembly hall and neatly arranged kitchenette are also on the second floor.

THE FIRST CHINESE library in the city of Los Angeles was opened recently in the Chinese Congregational Church, 734 East Ninth Place. It is under the supervision of Reverend K. N. Leong, pastor. The library has about 5800 volumes of the best in Chinese literature and 4300 additional volumes are expected to arrive soon from China. Four thousand of the volumes now on hand were donated by one Chinese resident and the remainder have been purchased by contributions from members of the local Chinese colony.

MISS FRANCES G. MURPHY, a graduate of the School of Librarianship, University of California, has been appointed as assistant in the Plumas County Free Library, where she will commence work October 1. At present Miss Murphy is assisting on the newspaper index in the California section of the State Library.

A BULLETIN has been issued by the California Library Association, giving the names of the officers and committees of the association for 1931–32. The annual meeting will be held at the Biltmore, Santa Barbara, May 9, 10, 11, 1932.

THE NORTH COAST MEETING

THE NORTH COAST SECTION of the California Teachers Association met at Eureka, September 14 to 17, together with the regular institute of the four counties of Humboldt, Del Norte, Trinity, and Mendocino. The meeting was presided over by Mrs. Bertha Murray, County Superintendent of Schools of Humboldt County, and George J. Badura, principal of the Fortuna High School and president of the C. T. A., Northern Section.

About seven hundred teachers were present at the institute. These four counties cover a wide area, and many teachers traveled as much as 250 miles to be present.

The outstanding feature of the institute was the very successful section meetings in special subjects. All departments, and especially that of Mrs. Robert Phillips, instructor in literature of the Comstock School of Expression, were well attended.

Speakers at the general sessions were Vierling Kersey, State Superintendent of Public Instruction; Doctor Mabel Gifford of the State Department of Education; Roy Cloud, secretary of the California Teachers Association and editor of the *Sierra Educational News;* and Doctor Charles Jacobs, dean of higher education at Santa Barbara State Teachers College. An interesting note was sounded in Doctor Jacob's address on the subject, "Discipline and How to Maintain It."

The general sessions were well attended, and the teachers were both prompt and attentive. The delightful weather contributed to the pleasure of everyone. This section of the C. T. A. has distinct unity of thought and the happy faculty of working enthusiastically together. Glenn Wood, director of music in the Oakland public schools, was director of music for the institute, and he is always able to bring an audience into a delightful and receptive frame of mind.

Ray R. Wilson, principal of the Ukiah Grammar School, was elected president of the C. T. A. Roy Good was reëlected to the council. He is the oldest member in term of service on the board of directors of the C. T. A., and his reëlection is indicative of the fact that it is good policy to continue hard-working and enthusiastic officers in important posts.

A. O. Cooperrider, principal of the Arcata Union High School; J .S. Cotton, principal of the Fort Bragg High School; and Annie R. Babcock, principal of the Willits Grammar School, were delegates to the N. E. A. and gave excellent reports.

One of the significant features of the institute was a meeting of high school principals, called by Doctor Arthur S. Gist, president of the Humboldt State Teachers College, in which the principals formed an association for the purpose of getting into closer touch with the boys and working out individual prevocational guidance. Ralph Doughty, principal of Ferndale High School, was elected president. Both Mr. Doughty and Mr. Badura had already been doing considerable work along these lines.

The legislative committee report reaffirmed the stand taken in previous years concerning tenure. The section is very happy because of the changes in the tenure law, as they removed from tenure all schools in this rural section, with the exception of one or two systems, and teachers who had been two years in their positions were not fearful of being let out.

COWARDS are cruel, but the brave
Love mercy, and delight to save.
—*Gay.*

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For Younger Children

The Greedy Goat, by Emma L. Brock. Knopf. Price $2. Humorous picture book about the goat who ate too much and could not be sold or given away. Grades one and two.

The Magic Rug, by Edgar and Ingri D'Aulaire. Doubleday. Price $2.50. Very entertaining picture story, with interesting information about the rug markets of Africa. Grades one to three.

The Doll's House, by Rose Fyleman. Doubleday. Price $1.50. The toys in the nursery are left alone for the summer and have a very lively time. Grades two to four.

Ameliaranne at the Circus, by Margaret Gilmour. McKay. Price $1.50. Ameliaranne's kindness to a lost elephant brings the whole family an invitation to the circus. Grades three and four.

The Twin Lambs, by Helen Fuller Orton. Stokes. Price $1.25. The pet lambs are so happy on the farm that each time they are loaned to a little sick girl they immediately return to their young master and mistress. Grades two and three.

A Head for Happy, by Helen Sewell. Macmillan. Price $2.50. Delightful picture book telling how a little girl made herself a doll, then hunted the world over for a suitable head. Grades one and two.

The Story of a Little White Teddy Bear, by Dorothy Sherrill. Farrar. Price $1. One winter's night this little bear didn't want to go to bed, so he ran away, but was most happy to get home again. Grades one and two.

For the Middle Age

Waterless Mountain, by Laura A. Armer. Longmans. Price $3. Beautifully told story of the thoughts and feelings of a Navaho Indian boy, with an intimate glimpse of the life of the tribe, and outstanding illustrations. Grades five to seven.

Polly's Shop, by Edna A. Brown. Lothrop. Price $1.50. Polly has a very happy summer helping in her cousin's bookshop near the seashore. Grades four to six.

Sometimes Jenny Wren, by Ada C. Darby. Stokes. Price $2. Tells of the happy home life and lively adventures of a little pioneer girl, with good picture of the times. Grades five to seven.

The Box of Daylight, by William H. Hillyer. Knopf. Price $2.50. Indian wonder myths from the British Columbia tribes, with Erick Berry illustrations. Grades five to seven.

The Gypsy Story Teller, by Cora Morris. Macmillan. Price $3. Very lovely book of wonder tales from the Gypsy folk, illustrated by Frank Dobias. Grades five to seven.

Robin and Angus, by Mabel L. Robinson. Macmillan. Price $1.75. Robin is the daughter of an American artist in Italy, who has her hands full keeping Angus, the pup, out of mischief. Grades five to seven.

Swallows and Amazons, by Arthur Ransome. Lippincott. Price $2. Tells of the jolly times a group of children have while camping for the summer. Grades five to seven.

Kari, by Gabriel Scott. Doubleday. Price $2. In far-off Norway lived Kari, who had few playmates but very happy times nevertheless. Grades five and six.

For Older Boys and Girls

The Wind From Spain, by Marguerite Aspinwall. Century. Price $2. Excellent story of the friends a young girl artist finds after temporary loss of memory through an accident. Grades seven and eight and high school.

The Boys' Life of Herbert Hoover, by Mitchell V. Charnley. Harper. Price $2. Complete story, with much interesting information, of the President's life from boyhood through manhood. Grades six to eight and high school.

Experimental Mechanics, by Archie F. Collins. Appleton. Price $2. Tells almost everything the boy mechanic wants to know about wheels, locks, gears, and many other things. Grades seven and eight and high school.

The Black Wolf Mystery, by Robert J. Diven. Century. Price $2. While camping for the winter in Alaskan wilds, a young boy and his father have thrilling experiences. Grades seven and eight and high school.

Experiments of Lawn Tennis, by John H. Doeg and Allison Danzig. Coward. Price $2. A champion player gives much useful information concerning this popular game. Grade eight and high school.

Around the Hearth Fire, by Wilhelmina Harper, compiler. Appleton. Price $2.50. A selection of the best Christmas, Thanksgiving, and Easter stories from the *Youth's Companion,* with illustrations by Decie Merwin. Grades six to eight and high school.

The Voyages of Columbus, by Washington Irving. Macmillan. Price $1.75. Edited and abridged by Winifred Hulbert, this famous and authentic story is now in very attractive edition, with Henry Pitz illustrations. Grades seven and eight and high school.

Behind the Battlements, by Gertrude Linnell. Macmillan. Price $2. An attractive book, ably combining fiction and historic fact concerning three ancient cities of the Old World. Grades six to 8.

Digging in Yucatan, by Ann Axtell Morris. Doubleday. Price $3.50. Fascinating story of the adventures and explorations of an archeologist and his wife on an expedition to Yucatan. Grades seven and eight and high school.

The Oregon Trail, by Francis Parkman. Farrar. Price $3. Lovely new edition of this famous story, with James Daugherty illustrations. Grade eight and high school.

Secret Cargo, by Howard Pease. Doubleday. Price $2. Thrilling story of a boy and his loyal dog among the ruffian crew of a tramp steamer bound for the South Seas. Grades seven and eight and high school.

A Boy With Edison, by William A. Simonds. Doubleday. Price $2. Tells of the wonderful opportunity that came to a Wall Street messenger boy, when he was given a job at the Edison laboratories. Grades six to eight and high school.

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ITEMS OF PUBLIC INTEREST

From Proceedings of the State Board of Education, October 1 to 3, 1931

THE CALIFORNIA State Board of Education met in the City of Riverside, October 1, 2, and 3, 1931. The meeting was called to order by the Superintendent of Public Instruction and the new member of the board, Daniel C. Murphy, appointed to the vacancy created by the expiration of the term of Charles Albert Adams, was seated. Whereupon the board organized in accordance with the provisions of section 2.1374 of the School Code by electing C. L. McLane president and Mrs. Irene Taylor Heineman vice president. Mr. McLane reappointed all existing committees, appointing Mr. Murphy to fill the vacancies on committees caused by the expiration of the term of Mr. Adams.

The State Board of Education authorized the State Superintendent to advertise for bids for arithmetic texts to be used in the elementary schools of the State of California. The board also authorized the California Curriculum Commission to proceed with a study of the needs of the state in the subject of arithmetic and to set up standards for an arithmetic program for the entire state.

The State Board of Education authorized the calling of a teacher training conference, to be held at the University of California at Los Angeles, November 6 and 7. It also authorized the attendance of members of the board and a request to all teacher training institutions to send representatives to the conference, with the understanding that those representatives coming from accredited institutions shall be considered as authorized delegates to the conference.

In accordance with the recommendation of the Superintendent of Public Instruction, Doctor E. W. Jacobsen of the elementary schools of the City of Oakland and Doctor Charles B. Moore, principal of Franklin High School of Los Angeles, were appointed to membership on the California Curriculum Commission to fill the vacancies created by the resignations of R. D. Lindquist and Doctor Merton E. Hill, respectively, the appointments being approved by the State Board of Education.

A petition was presented to the State Board of Education by the Elementary School District of San Gabriel asking permission to hold an election to withdraw from the Alhambra High School District. After a hearing in connection with the petition, the board approved the petition and authorized the calling of an election.

The State Board of Education adjourned to meet in the City of Sacramento, January 7 to 9, 1932.

ANNOUNCEMENT

THE HARR WAGNER PUBLISHING COMPANY has signed a contract with Doctor John Almack of Stanford University, Doctor George Freeland of State Teachers College, San Jose, Ernest Staffelbach of the research department of the C. T. A. and of Stanford University, and David Rhys Jones, formerly rural supervisor, the State Teachers College of San Francisco, and coauthor of Jones and McClymonds Arithmetics. These well-known educators and experienced authors have devoted several years to research work and the study of modern arithmetics, with a view of giving to the teachers a series of books that for practical purposes will be superior to any on the market. These books will be submitted to the severest possible test, and will then be offered to the California Curriculum Commission in complete form and to the various states and cities of the country.

THE TOTAL BOND ISSUE of $1,146,000 for the purpose of building the junior high schools in Sacramento was carried by a vote of 11,000 for, and 2300 against. There are four thousand pupils in the seventh, eighth, and ninth grades, and the City of Sacramento will have four junior high schools, with approximately one thousand pupils in each school. The Board of Education and Superintendent Hughes plan to have the buildings under construction by February 1, 1932, so as to provide work and place money in circulation in the various avenues. The complexion of these buildings, and the harmonizing of the school system, from the kindergarten to the junior college and university, makes the school system of the City of Sacramento, under the leadership of Superintendent Hughes and his able assistants, stand in the forefront of progressive cities of the nation.

SUPERINTENDENT ELMER E. CAVE of Vallejo, is well pleased that the people voted by a large majority bonds for school purposes.

DOCTOR HENRY SUZZALO of the Andrew Carnegie Foundation, formerly president of the University of Washington, has been given the contract to make an educational survey of California's secondary schools, junior colleges, etc.

NATURE STUDY BULLETIN

WE HAVE RECENTLY had the pleasure of examining the first volume of the "Western Nature Study" bulletins, published by the Department of Natural Science of San Jose State College. The first volume comprises four bulletins, which were published quarterly.

Number one of these bulletins contains an introduction and a detailed study of eleven of the common amphibians found in California. It has the title, "Frogs, Toads, and Salamanders."

Number two is "Birds." It contains forty-nine illustrations and charts for identifying the common Western birds.

Number three is "Trees of the Valley and Foothill." It contains ninety-seven illustrations and 244 pages. It has charts and descriptions written so that it should be possible to identify most of the common Western trees that are found below two thousand feet altitude.

Number four is a treatise on weather. It contains 359 pages and over a hundred illustrations, among which is some of the finest cloud photography that can be found anywhere.

All of these bulletins have questions, indices, and references for aids in teaching. These bulletins could well be used by every teacher and every nature lover in the state. They should be available to all school libraries.

These bulletins may be purchased from the San Jose State Teachers College for fifty cents each, and the next four can be purchased by subscription for a total of $1.75.—*Walling Corwin and Mae Johnson Corwin.*

HUMAN improvement is from within outward.—*Froude.*

ON THE TRAILS OF YESTERDAY

California Stories

By ROY CLOUD

Executive Secretary, California Teachers Association

Illustrations by RAY BETHERS

The literature section of the Commonwealth Club of San Francisco recently issued an interesting story of Roy Cloud's new book, "Trails of Yesterday." The book will be on sale November 20, 1931. It is artistically printed and illustrated. All new illustrations. A fascinating table of contents, as follows:

An Indiana Family Starts West
On the Trails of Yesterday
St. Joe in the Early Days
A Great River Crossing and a Great Wind Storm
The Children and the Treasury
Life on the Overland Trail
A Rolling-Pin and Indian Baskets
Hunting and Fishing
Fort Laramie and the Rockies
Salt Lake City and the Mormons
Across Nevada and Into California
Sutter's Fort
Leland Stanford
The Big Four and the Overland Railroad
Spanish Ranchos and California Lands
The Early Mails
Beginnings of California History
El Camino Real
Portola and Other Spanish Explorers
The Mexican Era and Its Close
The American Era Dawns
San Francisco in the Fifties
San Francisco and the First Schools
James Lick
Samuel Brannan
Samuel Hopkins Willey
Water and Power
Fires in the City
Newton Booth
The Flags of California
The Days of the Vigilantes
A Visit to Benicia
Some Civil War Heroes
Charles Warren Stoddard
The Indians of the Bay Region
The Grizzly Bear
Bret Harte
A Spanish Home
Broderick-Terry-Baker
A Voyage to Southern California
Fourth of July in Los Angeles, 1859
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WESTERN SCHOOL NEWS

The joint district meeting and dedication of the James L. Gillis Memorial was held at Sacramento on Saturday, October 3, 1931. The speakers were Miss Susan T. Smith, George T. Clark, Miss Mabel R. Gillis, and Lyman Bryson.

Frances Effinger Raymond and Elizabeth Starbuck Adams have issued "greetings for 1931 and 1932." This includes Mrs. Raymond's address given at the World Federation of Education Associations, July 30, 1931, at Denver, Colo., and also "Electrifying Typing Methods" and "The Robust Budget," a philosophy of perfect copies and budgets, and finally a chapter of the office worker, with two pages of source material. It is a very creditable and valuable booklet.

Francis M. Fultz, assistant director of the vocational and elementary agriculture division of the Los Angeles city schools, has issued a very interesting report on the forestry work of the Los Angeles city schools. There is no part of the extra curriculum activities that is so important as forestry work and reforestation, even in cities like Los Angeles. Joaquin Miller, as a tree planter, Luther Burbank, and others who did pioneer work in California, lived not in vain, if the work in other schools as outlined in Mr. Fultz's report is carried on.

Pansy Jewett Abbott, County Superintendent of Schools, and Eleanor Freeman, director of rural education of San Mateo County, have issued "The Activities Program," a book of guidance for students and teachers. The book shows very careful preparation and study. The activities for the lower grades include: "Indian Life," "Animals of the World," and the "Fire Department"; and the activities for the upper grades, "Cities of the World," "The Dairyman," "Our Forests and Forest Conservation," and "The Fire Department," which includes "How the Community Serves," "How Industry Serves," "How the Individual Serves," "How Other Agencies Serve." And it also offers a program of unusual value of things for children to do.

Sunbonnet Songs, by Alexena and Bertha E. Roberts, published by Milton Bradley Company, 552 Mission Street, San Francisco. Price 50 cents. This is a very attractive book of songs. Some of the titles are: "Butterflies," "Rain Song," "Swing Song," "The Little Fish," and "Color Game," by Bertha E. Roberts. "Ring Song," "Rocking Horse," "Bird's Nest," "Washing Song," "Little Teacher," and many others, by Alexena Roberts. Bertha E. Roberts is the well-known Deputy Superintendent of San Francisco Schools. She is in charge of all the elementary grades. She is the deputy who has put practical common sense into activity programs. "Sunbonnet Songs" has a touch of sentiment. It has recorded in the dedication, "Dedicated to the Memory of My Beloved Mother, Alexena Roberts."

We have received a card edged in black, announcing the death of Joseph Kaye Gill of the J. K. Gill Company, Portland, Ore. We had the pleasure of knowing Mr. Gill for many years. He had a charm of personality, a high standard of ethics and an individuality that made him stand out as a man among men.

Over 37,000 teachers belong to the California Teachers Association

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2. **What are its aims?**
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3. **What is its organization?**
   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership August 1, 1931, was 37,680.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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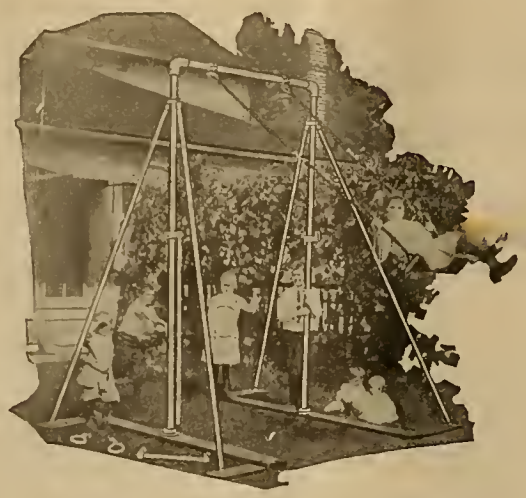

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NOVEMBER, 1931

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A LESSON ON SPIDERS

By KARL S. HAZELTINE,
Associate Professor Nature Study, State Teachers College, San Jose, Cal.

THERE ARE FEW ANIMALS which have more superstitions surrounding them than that group known as spiders. Even the scientific name of the group, Arachnida, is based upon mythology. It seems that Arachne had the temerity to propose a spinning contest with Minerva. Arachne did so well in this attempt that she gained the jealousy of Minerva, who had her opponent changed into a spider so that she might spend the rest of her life spinning. There is no basis of fact in this legend, but it is true that many spiders spend much time in spinning.

Spiders are not insects or bugs, although some people could not tell you the distinguishing characteristics. The spiders have two parts to the body; the insects have three. Insects have two types of eyes—compound and simple; whereas the spider has only simple eyes. The feelers of insects may be long and slender or short and feathery—in fact, of many forms. But the spider's feelers look so much like legs that you might be deceived by thinking that it has ten legs. As a matter of fact, the spiders have eight legs, or two more than insects have. Some insects may spin silk from glands in the head, but spiders spin by means of spinnerets in the abdomen. These differences are sufficient to show that spiders are not insects.

One of the body parts of the spider is made up of the head and the thorax, which have been fused together to make the cephalothorax. On this part we have the eight legs attached, as well as the pedipalpi and the mouth parts. Each leg has seven segments. The last segments are armed with claws. The eyes are found on the fore part of the cephalothorax. The other body part is the abdomen, on the caudal end of which are the spinnerets. These may be beneath, near the tip.

All spiders are able to poison their prey. This makes up an important part of their fighting equipment, as well as an essential food-procuring apparatus. The glands containing this poison are in the cephalothorax, and it is injected by the appendages between the pedipalpi. The insect may be paralyzed without being killed.

Spiders develop from eggs which the mother lays. These are sometimes laid in a mass and covered with much webbing or silk. Some spiders fasten the sides of a leaf together with silk and lay the eggs in this cell. After the eggs are laid, the mother usually watches over them. In the case of the wolf spider, the mother carries them in a sacklike web wherever she goes. The crab spider will hide in the cell with the eggs and come out to fight for her young. The eggs hatch after a short time, but you would not know this unless you opened the webbing. The little ones may stay within their protective covering over the winter. They feed upon each other until the remaining ones are able to eat their way out of the silk. After the little spiders hatch, they increase greatly in size before they are mature. They shed their old outer covering from time to time, as it becomes too small and inelastic. This is called molting. The spiders molt many times, and each time that they do they have a new plastic covering and new sense hairs. It might be advantageous if we could renew our sense organs from time to time.

Male spiders are smaller than the females, especially at the time that the females are about to lay eggs. After the mating the female may eat the male and in this way relieve the strain on the family larder and have more time to take care of the young. If in this battle the male should escape, with only the loss of a leg, he may grow another to take its place, beginning with the next molt. This is a wonderful provision of nature, which allows many cold-blooded animals to develop lost parts again. The old battle-scarred veterans may show many parts which have been regenerated.

Of course, the spiders must have food. They are carnivorous; that is, they eat other animals. In reality they do not devour the animal, but suck the juices from the victim's body, because their mouth parts are adapted only for taking liquid foods. The methods of procuring the food are worth noticing. Some pursue their prey and jump upon it; some lie in ambush and seize the unsuspecting insect before it has time to escape; and others build elaborate snares of web, some as orbs and some as horizontal sheets. The trapdoor spiders may wait behind a door of their own making in a bank and catch the prey as it goes by.

The only animal which spins silk from spinnerets in the abdomen is the spider. The silk has been proven to be stronger than a steel wire of the same size. The silk is liquid until it comes from the spinnerets, but it solidifies immediately when it comes into contact with the air. Many children wonder how the silk is kept in the spider's body.

All silk is not the same. It differs in accordance with the use that is to be made of it. Different kinds of silk may be noted. When you hold a spider on your hand and it drops off, a strand of silk will keep it from falling to the ground. This is the dragline. The attachment disks by which spiders fasten the end of the web to a support are another form. Many spiders wrap their prey in another kind of silk after incapacitating it with the poison. Here a flat sheath of silk is spun with surprising rapidity and wrapped about the prey. In the orb web, the radial lines are of a comparatively nonelastic and nonsticky silk, while the spiral silk is viscous and has a certain amount of stretch. The silk which surrounds the eggs may differ from that with which the burrows are lined. It seems incredible that the same material coming from the same spinnerets can take so many forms.

The webs differ greatly from each other. Some spiders make an irregular mass of silk as does the cobweb spider. Some lay out a horizontal sheet, which the children like to call the fairy's tablecloth. This has a funnel running back to a retreat, which the spider may use if he thinks the caller is too large or too ferocious. There is a spider which always makes a triangular web. Then there is the one which makes an inverted dome, under which is hidden the builder. When some unsuspecting insect drops upon the dome, the spider rushes up underneath and pulls it down for a meal. The orb weaver is one which everyone should watch as it builds its snare. The spider may stand upon some elevation and spin a strand of silk, which is carried by the breeze until it becomes attached to some other

projection. Then the excess silk is pulled in and the line is made taut. This may be supplemented by several other strands carried across by the spider. From this foundation silk, it will lay the other lines by dropping down or climbing from one point to another, carrying the silk with one foot to keep it from coming in contact with that already spun. After the suspension or foundation lines are placed, the radial lines are stretched and the hub formed. All of the silk which is in place now is non-viscid, and the spider may run around on it at will. If one should touch this with a stick, it would not adhere. The spiral line which is built in next from the center to the perimeter has little droplets of sticky material, which will entrap the prey. A new web may be built every twenty-four hours, if the old one has become much broken and worn. Otherwise it will be patched up to make it useful.

Some spiders live in the ground. The tarantula group digs holes in the ground and lines them with silk; some build a turret of silk above the hole, or an ingenious door to protect the entrance. The door may be of the wafer type, just a thin sheet of silk with bits of moss or lichens; or it may be of the cork type, which is beveled to fit so closely that it is difficult to see it when it is closed. Burrows protected by trapdoors are beautifully lined with silk. The doors are hinged at the top so they will remain closed when the spider is out. When the spider is within, he may hold the door shut so tightly that it is very difficult to open it without breaking the hinge.

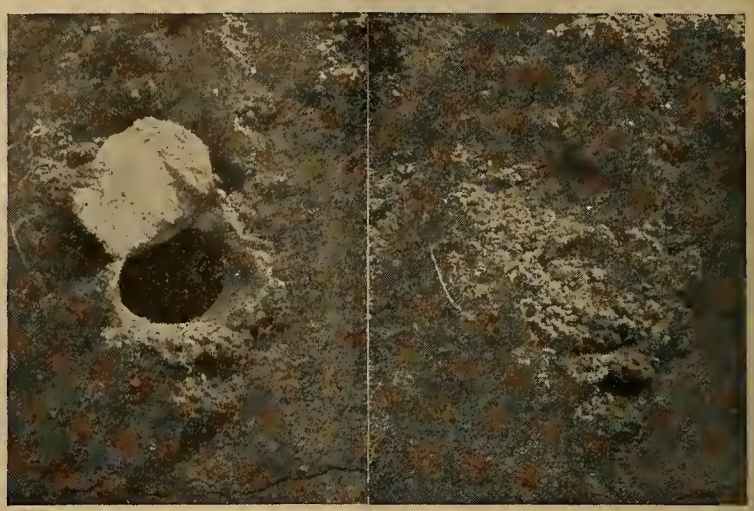
The garden spiders are common and are quite showy. They make large orb webs and in some cases may be found in the center of the web. The two which are most likely to be seen in the web are the banded garden spider and the orange garden spider. The legs of both kinds are banded, but, in addition, the banded spider has white lines over the body like a barber's pole. The orange garden spider has black and orange markings. The other common orb weaver is the bud spider. It makes a web, but instead of staying on the web will remain on the twig supporting the web. It will have a strand of silk running to the web to transmit to it the fact that some insect has been enmeshed. This spider is brown or yellowish and has two humps on the abdomen, which make it look very angular. When still on the twig, it resembles a bud.

The grass spider is found in the meadows and fields. The flat web with the tunnel running from it will show its home. It is light colored with darker markings. It would be safe to say that many of these could be found in grassy locations.

The crab spider may be almost white if on a light-colored flower, or a yellowish orange if the flower is of that color. The two pairs of front legs are longer than the others, crab fashion, and it walks sidewise like a crab. It depends upon its blending with the color of the flower to catch the unwary insects which come for nectar.

The wolf spider is more upstanding than the others, not because the legs are longer, but because it stands with them closer under the body. This spider has the habit of carrying its eggs with it in a silken sack. After they have hatched, the little spiders are so used to having been carried that they get on the mother's back and take a ride. It is not uncommon to see the whole family of little ones out on Mother's back.

The black widow spider is the only one which we should watch carefully, because its bite has been known to cause serious consequences. The female is truly beautiful. She is shiny black with two red spots on the under side of the abdomen, which seem to be joined by a narrower red band. The red portion looks like an hourglass, and for that reason it is sometimes called the hourglass spider. The abdomen is very globular. The male is smaller and has yellow markings. They are found in damp places. A person bitten by a black widow spider should have proper treatment at once. The bite looks very much like a mosquito bite at first. It then gets larger and turns red around an area about two inches in size. In a few hours it becomes very itchy, and then the inflammation seems to leave and severe pains are felt throughout the body, finally localizing in the region of the appendix. After this, one loses control of extremities and finally consciousness is lost. Total recovery, if one is successful in overcoming the poison, takes about three weeks.



—Photo by Karl S. Hazeltine.

TRAPDOOR OPEN *TRAPDOOR CLOSED*

Two pictures which show how perfectly the trapdoor spider hides its burrow with the door.

The jumping spider is one which does not build a web, but lies in ambush and jumps out on its prey. It may chase an insect and leap upon it from the rear. It has a heavy-looking body, but can jump several times its own length.

The cobweb spider is the one which causes so much trouble for the careful housekeeper. After all the walls have been brushed down and everything is nice and clean, there will appear strands of silk again which we call cobwebs. It is seldom that we see the cobweb spider, and when we do, we do not recognize it. It looks like a daddy longlegs or harvestman. The body differs from the daddy longlegs, however, in that it is longer and more slender. These spiders spin most of their silk in the hours of darkness, and hence are not often seen. They hide during the day, but sometimes will get into the bathtub or sink and are discovered.

The tarantula tribe of spiders makes up the balance of those that you will be likely to see. These are brown or black and have a rather flat cephalothorax and are inhabitants of the ground.

The two common tarantulas in the West are the smooth and the hairy. The smooth is the more aggressive. It will bite you if you give it an opportunity. The poison it injects may cause a swelling like that of a bee sting, but it will not be fatal, for tarantulas are not as poisonous as most people believe. The writer has been bitten on the same finger twice within a half-hour, and, without doing anything to the bite, has experienced no discomfort more than a slight swelling and some desire to scratch the point of injection. The smooth tarantula is called smooth, but it has some hairs. It is black or very dark colored.

The hairy fellow is more docile, and it is hard indeed to tease it enough to make it bite. Children find these good pets. One boy kept one for five months, feeding it grasshoppers and other insects. They may attain a very large size.

The other two common spiders in this group are the trapdoor spiders, both the wafer and the cork-door-building types, and the turret spiders. These look very much alike and are similar to the larger tarantula.

Most spiders are beneficial and do not harm man. Even the black widow bites only in an extremity, and often throws silk out from its spinnerets to try to cover its enemy rather than bite it.

The spiders destroy many insects which would destroy crops. A banded garden spider caught three nymphal grasshoppers, paralyzed them, wrapped them in silk, and hung them up for future food in less than four minutes while it was being watched. This was in the early morning, and it was probably hungry. The average would not hold up to this figure for a day.

If the children are to become acquainted with the spiders, it will be necessary for them to have activities which will cause them to think along this line. They may bring in egg masses which will hatch in due time, and then they may note the way

the little spiders are scattered about the room. In the late fall or early winter, it does no harm to bring the spiders into the schoolroom, as they are likely to die if left out-of-doors. If one can get an orb weaver to spin a web in a branch in the corner of the schoolroom it will pay many times for the trouble. The children will be intrigued with the industry and efficiency of the spider.

If the children enjoy dramatizing, allow one group to show how little Miss Muffit acted when the spider came and sat down beside her. Allow another group to show how she would have acted if she had had the opportunity to become well acquainted with her spider friends.

Have the children bring in drawings of the webs they have found, showing how the spiders walk on them and how insects are caught.

The following device is a good means for preserving an orb web. Get two pieces of glass about ten by twelve inches in size. Make two frames of cardboard an inch wide and the same outer dimensions as the glass. When you have found an orb web, put some glue along the flat surface of one of the frames. Place this frame carefully behind the center of the web and stretch each line as it comes in contact with the glue. Then place the other frame against the first, so that the glue will fasten them together. Break off the supporting lines of web. Bind the frame between the glass with gummed paper or adhesive tape.

EDUCATIONAL COMMENTS AND OTHERWISE

By Herbert F. Clark,

Assistant Director, Vocational Education, Los Angeles City Schools.

Zealous Teachers—We sometimes hear that teachers are not devoted to their work, that they give of their time and service as little as possible, and that they are indifferent to the responsibilities resting upon them.

It is possible that these criticisms apply to a small percentage of the teaching force. But for the great mass of teachers they do not hold.

As an example of their zeal and devotion, and a contradiction to this criticism, let it be known that on a certain day, more than a week before the opening of school, the Los Angeles City School Library was filled with teachers busily engaged in the selection of books and supplementary materials for the coming term.

Where will you find a more consecrated group of workers?

School Responsibility for First Generation of Foreign Born—That portion of the Wickersham subcommittee report on the civic status of the foreign born casts a serious reflection upon the efficacy of the socializing agencies in this country, including the public schools.

If it be true, as the committee asserts, and we have no grounds for doubting, that a large amount of the crime committed in this country is done by the first generation of the foreign born, then who is to blame for this lack of civic pride and loyalty?

A number of factors, no doubt, enter into the situation. Perhaps the family life of the foreign born has not interpreted properly the ideals and aims of this new land of freedom. Perhaps they have interpreted liberty as license. Perhaps the lax discipline and the freedom allowed in our public schools is partly to blame.

At any rate, it behooves school people to give serious attention to this subcommittee's report, and appraise their responsibilities in the implications there set forth.

Colonel LeRoy Smith Dies—No more vigorous fighter for pure Americanism ever lived than Colonel LeRoy Smith, executive secretary of the Los Angeles branch of the Better America Federation. Colonel Smith had no patience with the human termites who are constantly boring into the foundations of our nation. He brooked no compromise and could see no partial affiliation. His pen was a two-edged sword, and he wielded it with dexterity.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

IN A LATE November issue of the Chicago *Tribune*, upon the editorial page, occurred a most remarkable editorial entitled "West of the Mississippi." The tenor of the thought was that since the states west of the Mississippi had entered into statehood in the United States in the decades following the Civil War, they, therefore, had no conceptions or inherent opinions as to the consistency of a definite consciousness of their relations to the federal scheme. Only those states that had fought for independence and for the preservation of the Union—the conclusion ran—should be allowed to furnish the policies for the running of the government of the United States.

We wonder what has caused the millions of people born east of the Mississippi, now living west of that waterway, and especially those living upon the Pacific Coast, to lose the nobleness and aptitude for federal government that, according to the Chicago *Tribune*, permeates all citizens east of that line.

In addition, we rather think the Chicago *Tribune* forgets that the first line trenches of Americanism are the American schools. We refer that august institution to the reports at Washington in regard to the standard of education in the Western states.

We are reprinting the choice summary of this most unusual Chicagoesque editorial. The italics are the author's:

> The frontier always has added a ferment to American political action, but now the West is a frontier grown in on itself. It spread with little consciousness of the underlying principles of the country. It was remote from the origins of American doctrines and was not involved in the evolution and defense of them. Consequently its political thought has the ephemerality of its wealth.
>
> *These regions are eccentric because they do not know what the United States of America is all about.* They go prohibition in one direction and farm board in another. They seek to load down the restrictive laws and the appropriations. They have no sense of the proper limitations of federal government. They seek to express their social habits and their religious dogmas in the federal statutes and to rely upon the federal treasury for their needs. *They have no innate restraints rooted in an understanding of constitutional government in the United States.* There was nothing in their history to give restraint to them. They came into a going concern, which, so far as they knew, might have been an act of God guaranteed against human error and able to stand whatever man chose to pile on it. It was too easy come by for them to have a full sense of their responsibility to it.

Tax delinquencies and defalcation of school bond issues have placed many school systems in the United States in precarious difficulties. Many cities, large and small, are having a hard time to collect enough money to pay the civil employees. Chicago has been faced with a property-holders' strike against the payment of taxes for three years. With political entanglements and court actions, the condition has reached such a state that the Chicago teachers have received no salary checks in the last six months, with the exception of the payment of one month's salary recently.

A special session of the Illinois Legislature has just been called by Governor Emerson to consider the various financial difficulties of the state and especially of Chicago and Cook County. A special committee appointed previously by the Illinois Governor to make recommendations to this Legislature of ways and means of relieving taxes upon real property have agreed upon a program. The committee recommends the imposing of the following taxes: 1. State income tax; 2. Tax upon tobacco; 3. Tax upon heavy motor vehicles. Fifty million dollars is the sum these taxes are scheduled to raise— thirty million dollars from the income tax, eighteen million dollars from the tobacco tax, and eight million dollars from the motor vehicle tax. This amount of money will be cut from the property tax bill, which has been the amount of taxes Illinois has turned over for the support of the various school systems of that commonwealth. Already this program is meeting with opposition, but this special State Legislature has to make some equable decisions if popular government is to continue in that state.

The manner in which the Chicago public school teachers have carried on under the superintendency of William J. Bogan in this crisis has been most commendable. The schools are being run as usual, with quietness and efficiency, and, in addition, the teachers are seeing that hungry children are being fed.

In Milwaukee, Wis., Superintendent M. C. Potter says: "We are paying our bills and teaching school."

In St. Louis, Mo., Superintendent Henry J. Gerling states: "We have been on the pay-as-you-go basis for years. Our constructions program has been slowed up, but we continue to keep schools."

In Detroit, Mich., since the advent of the automobile, almost a one-crop town, Superintendent Frank Cody and his board of education have had to inaugurate a most rigid program of economies. The city of Detroit is feeding 100,000 people.

The Chicago school board has appropriated the sum of $100,000 for a school survey of that city to be carried on under the direction of Doctor George D. Strayer of Columbia University. J. A. Lindsay has been placed in charge of the survey's office in the Stevens Hotel. Doctor W. S. Elsbree, associate of Doctor Strayer, from the educational research division of Columbia, is proceeding with the preliminary work. Doctor N. L. Engelhardt of Columbia will devote most of his time to the survey of the Chicago business department. With a staff that will at times number fifty school administration experts, it is planned to complete work June 1. Doctor Strayer will devote his time between New York and Chicago in this work. He says: "It will be our business to provide expert examination of every detail of the business and educational departments. If wastage or inefficiency is found, it will be our job to recommend a solution."

M. E. Pearson, Superintendent of the Kansas City, Kan., Schools, for the last eight years has been carrying a great experiment in business administration. During that period $1,000,000 of indebtedness has been paid off, $1,000,000 in school buildings has been spent, and $1,500,000 has been saved up for a new high school building, which is to be followed soon by another half-million-dollar high school plant. All this has been done out of current taxes—no bonds have been issued. The saving in interest money alone is enough to build a fairly good-sized school each year. Kansas City, Kan., now enrolls around twenty-four thousand pupils. There are forty-eight elementary schools, five junior high schools, four senior high schools, and one junior college. The junior college enrolls five hundred students, and seven hundred teachers comprise the teaching force of the city. Course of study work under Superintendent Pearson is a continuous process. The courses of study are loose-leaf in form. Each year each course is changed to some extent, but every year one course of study is thoroughly revised. Revision is done by teacher committees relieved of regular classroom work.

D. W. Potts, Superintendent of East St. Louis, Ill., Schools, has just finished a $1,500,000 building program. This year two excellent additional junior high school plants were opened in the city—the Lansdowne Junior High School with W. L. Baughmann as principal, and the Clark Junior High School with S. N. Nalbach as principal.

M. E. Bruce, Assistant Superintendent of the East St. Louis, Ill., Schools, has charge of the new curriculum work being undertaken there. With over twenty years of experience in the system, Mr. Bruce knows thoroughly the problems facing the East St. Louis schools.

W. R. Teeters is supervisor of the physical and biological sciences of the St. Louis, Mo., schools.

Russell W. Hibbert, director of the division of books, supplies, and equipment of the St. Louis, Mo., public schools, is a native Missourian, but Los Angeles can claim to have had a part in his upbringing. In 1900, he went to Los Angeles and attended the old Spring Street School until he graduated from the eighth grade in 1904. Los Angeles at that time did not show the signs of its present greatness, so his family returned to Missouri. In 1913, Mr. Hibbert graduated from the University of Missouri with the degrees of A.B. and B.S. in education. His school work includes a principalship of the high school at Hannibal,

Mo., and an instructorship in chemistry in the Central High School, St. Louis. He has held his present St. Louis position for the last three years. Mr. Hibbert takes a prominent part in the work of the National Association of Public School Business Officials, of which W. E. Record, Los Angeles school business manager, is second vice president. Mr. Hibbert is chairman of the committee on selection, purchase, storage, and distribution of public school supplies of that association.

Frank T. Vasey, Superintendent of the Springfield, Ill., Schools, is a graduate of the University of Nebraska and a classmate of Frederick M. Hunter, now president of Denver University and formerly prominent in California school affairs as Superintendent of the Oakland City Schools. Mr. Vasey has made a name for himself in public school work in Nebraska, Missouri, and Iowa. For twelve years previous to coming to Springfield two years ago, he was superintendent of the Mason City, Iowa, school system. In Springfield, Superintendent Vasey is inaugurating a new course of study work and is working gradually toward the inauguration of the 6-4-4 plan in Springfield. The present position of school buildings in Springfield makes the establishment of that system a most logical development.

It is almost axiomatic that the suburban areas of our great cities are the sites of the most progressive school systems. Those surrounding St. Louis, Mo., are no exception. In October, in the Indian Summer days, it is a delight to visit those systems when the oaks and elms are just beginning to show coloration and the grass is still green upon the lawns around the fine residences, and the air has a mildness of Santa Barbara weather. Of these, there is Clayton, with John L. Bracken as Superintendent; Maplewood, under the direction of G. E. Dille; Webster Groves, in charge of Willard E. Gosling; Normany School District, under Fred B. Miller; Kirkwood, guided by F. P. Tillman; and University City, governed by Charles Banks.

John L. Bracken, Superintendent of the Clayton, Mo., schools, is this year president of the Missouri State Teachers Association, an organization of some twenty-five thousand membership. Under his direction a great program was arranged for the state association meeting. As a speaker, Mr. Bracken is considered one of the most outstanding in the Mid-West, and this, together with the station association work, has kept him busy lecturing at county institutes and various organization meetings more than ever before. In Clayton, Mr. Bracken has entirely made over the school system. All of the pupils are now housed in new up-to-date buildings. One million two hundred thousand dollars has been spent for two new elementary buildings, grounds, and equipment. An additional unit is now being added to the high school plant. This unit includes a cafeteria that is considered the finest in Missouri. Beamed ceilings, colonial windows, and artistic chairs and tables set it apart from the ordinary school cafeteria. The radio has been adopted as an active force in regular school work, with reception in every classroom. An athletic field in a beautiful natural setting has just been acquired and equipped with concrete bleachers. In addition, Mr. Bracken makes educational use of the St. Louis Art Museum, the Missouri Botanical Gardens, and other attractions in the St. Louis region, by seeing that the school children visit these places in school busses under teacher direction.

G. E. Dille was elected this summer to the superintendency of the Maplewood, Mo., schools. Mr. Dille comes to his present position after six very successful years as Superintendent of the Chillicothe, Mo., system. Mr. Dille is a man of parts. He is an outstanding figure in parent–teacher association work in the Mississippi Valley, and is in constant demand as a speaker at the meetings of that organization. Recently, he gave summer-session courses in parent–teacher association work at the Hattesburg State Teachers College, Miss. As an artist, Mr. Dille draws and writes poetry. Some of the poetry published in the *Journal of Education* of the National Educational Association has been widely quoted. Each week Mr. Dille publishes *Topics*, the official publication of the Maplewood public schools. In this paper, the week's comments and directions to the principals and teachers are given. Each teacher receives a copy. Each year these weekly editions are bound together and give a

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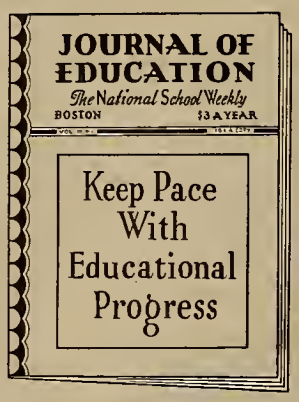

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The National School Weekly

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JOURNAL OF EDUCATION

Six Beacon Street, Boston

résumé of the year's activities. As a schoolman, Mr. Dille is practical, yet responsive to the new in education. The Maplewood system is composed of one senior high school, one junior high school, and six elementary schools, with 128 teachers and more than three thousand pupils enrolled. In educational training, Mr. Dille has a B.S. from the Missouri Northeast Teachers College, at Kirkeville, and an M.A., in 1928, from Columbia Teachers College. His educational work includes three years' experience in rural schools; Greentop, Mo., two years; Lewistown, Mo., four years; Memphis, Tenn., four years; Cameron, Mo., one year; and six years at Chillicothe, Mo.

F. P. Tillman, Superintendent of the Kirkwood, Mo., Schools, has been associated with that system as teacher, high school principal, and Superintendent, since 1916. The last seven years have been spent as Superintendent, the previous four as principal of the high school, and the first years were as a teacher of social studies in the high school. Mr. Tillman has an A.B. from the University of Missouri, in 1931, a B.S. from the same institution, in 1916, and an M.A. from the University of Illinois, later. Before coming to Missouri, Mr. Tillman taught three years in Illinois schools. In the administrative details of the Kirkwood schools, Mr. Tillman has done outstanding work. In 1926, a survey was made of the school system, and it has been the plan of Mr. Tillman to carry out the recommendations of that survey. New sites and new schools have been acquired. The school buildings are so distributed in Kirkwood that no child is more than one-half mile from a school. The Kirkwood system has one senior high school, one junior high school, and six white schools and two colored schools, with eighty-three teachers and an enrollment of more than twenty-three hundred pupils.

C. K. Chapman, supervisor of science of the Toledo public schools, formerly was a bookman for the Benj. F. Sanborn Company, in Nebraska and Missouri.

R. C. Puckett, Assistant Superintendent of the Toledo, Ohio, Public Schools, is director of the junior and senior high schools of that system.

W. L. Connor, director of research of the Cleveland public schools, has been a graduate student in forestry.

Frank Healy, organizer of the San Francisco Light Opera Company.

FRANK HEALY

Organizer of the San Francisco Light Opera Company

Greater love hath no man than this—that he lay down his life for his friend.

MR. HEALY'S STORY reads much like a fairy tale. His people wished him to study law, but he preferred to learn the printing trade. He earned $22.50 a week and spent most of his earnings on singing lessons. He possessed a beautiful baritone voice. He left the print shop to sing at the Tivoli Opera House for $15 a week, under Mr. Leahy's management. It wasn't long until Mr. Leahy found he had an excellent business man besides a baritone.

After the fire, Mr. Healy organized the San Francisco Opera Company, composed of the members of the Tivoli company, one of whom is with the San Francisco Light Opera Company now—Arthur Cunningham. Mr. Healy kept that company on the road continuously for four years—a remarkable feat in itself. When Mr. Healy closed the San Francisco Opera Company, he went as business manager for Madame Tetrazzini on her first tour of the United States. Following that, he organized his own company with "Madame Sherry," and toured some of the cities of the United States and Canada, and closed in Halifax, Nova Scotia, to take up the second Tetrazzini tour.

While in New York, he had an offer to come to San Francisco to manage the first San Francisco Symphony. At that time he also began his concert work, and always continued with it between tours and operas. He was with the Symphony from 1912 to 1916, approximately.

Mr. Healy brought over Alfred Hertz, conductor for the Beethoven festival, in August, 1915. Schumann–Heink sang at the festival.

Among some of the stars that appeared under his management were: Geraldine Farrar, who first appeared in concert work here in 1913, but after that always appeared under Mr. Healy's management; Lucien Muratore; the beautiful Cavalieri; Galli–Curci appeared with him in 1917 and 1918; McCormack has always appeared under the Healy management, that is, since Mr. Healy had been in concert work; Madame Melba; Tito Ruffo; Antonio Scotti for the two seasons—1920 and 1921. Mr. Healy had the unique distinction of having two of his stars, McCormack and Galli–Curci, make a world's box office receipt record. Rachmaninov, the world-famous pianist, and Kreisler, the violinist, were always under Mr. Healy's management.

Perhaps the biggest thing that was ever attempted in the musical world was put over by Mr. Healy. From Rome to San Francisco, the first and only tour of the Sistine Chapel Choir was made under his direction.

Music lovers of San Francisco and Los Angeles guaranteed the tour for the entire United States, but were not called upon to make good their guarantees, because the venture was a big financial success. The choir was received by President Coolidge at the White House, and was one of the rarest treats ever given to music lovers. The Sistine Choir also toured Canada. Two other choirs were brought over by this indefatigable worker—the Roman Choir and the Florentine, in 1927.

About this time, Mr. Healy's health began to fail and he was warned by doctors to rest, but he started work on the San Francisco Light Opera Company. That he passed away one week before the opera was produced is the one great regret of his many friends.

His heart was in the musical future of San Francisco. He believed San Francisco could and would support a light opera company of its own. His predictions seem justified by the record attendance "Maytime" is having. The future success of light opera in San Francisco will be a monument to the memory of Frank W. Healy—the man who gave his life for it and who by hard work made possible the fine production of "Maytime" and other operas. The next production will be the popular light opera, "The Chocolate Soldier."

Plan for Integration of Language Arts Through Activity Program

By Mary Beatrice Callahan

[Note: This paper was written under the direction of Helen Heffernan.]

The use of straightforward English is one of the criteria of an educated person; the cultured person is sensitive to rightness of speech, to fine shades of meaning, and to the rich patterns and connotations of the words of his mother tongue. Thinking requires words to set forth the concrete images and abstract ideas of mental life. These words must be chosen with regard to exactness and precision of thought and with regard to the audience, or the thoughts are valueless since they secure no contact with the thoughts of others.

The growth of language, just as the growth of man himself, is a meaningful story to which philologists have given all of their lives and yet have scarcely touched the whole rich heritage of the past.

We cannot deny the importance of language, but we can ruthlessly condemn much of our so-called language teaching in a language period, with its formal drills, its stereotyped sentences, its dreary repetitions, and its failure to function except in crudest forms in real life situations. The author who gets three dollars a word for his stories uses words—the same ones for the most part that you or I or the children use. It is what he expresses through these words that makes the difference—the action, the imagination, the understanding of life and life situations. We do not all want to be authors, but we do want the better portrayal of our own ideas. And we want ideas to express!

The purpose of this paper is to offer a few general and specific suggestions for the integration of the language arts through the activities program of the school. The suggestions are made with the rural schools in mind particularly, for the one-room school offers advantages for integration which are not always appreciated by the busy teacher. The great needs are practical plans, which will secure desirable achievements in pleasant social situations without waste of time or sense of struggle and strain for teacher and pupils.

It is absolutely essential that a teacher clarify in her own mind what are desirable achievements in English. Though she should have one or two basic books on language* in order that she may have authority for her grade goals of achievement, it is even more essential that she begin to formulate for herself a philosophy of language instruction in accord with the teachings of some of our philosophers, who tell us over and over that the child must live richly day by day. She must recall the laws of learning and principles of education, which she could recite so glibly in training-school days, and, through applying them, come to understand their meaning in the teaching of language. Of what use is the repetition of some material if the urge to secure a result is lacking or if results bring no satisfaction and no desire for going on further?

A good spelling book or standard list for checks and guides will help, if wisely used, for purposes of looking ahead to see what words are on different grade levels, and to give to children, that they may take part of the responsibility for meeting standards which their state sets up for different ages and grades.

A good handwriting scale is useful as a means of putting upon the child the responsibility for an achievement in handwriting, which is acceptable for his grade level, or, if that is impossible to him, for giving him some objective measure of the improvement he may make in writing.

A book of language games† will prove a useful tool for the teacher, if she will adopt the given games to her own school situation and her own pupils' needs. To be able to play a language game well and to enjoy it may be of some value, but it has entirely failed in its purpose if it does not focus attention upon a correct form of speech and does not secure a use of that correct form in a real situation, as on the playground, as well as in the artificial one of the game.

In order to show the language possibilities of the first few weeks of school, let us consider the getting-acquainted period, in which the teacher strives for a situation encouraging freedom in expression of thought and for understanding of each child's home life, and yet keeps in mind the language arts so closely interwoven with every subject and with every period of the day.

The tiny stories dealing with the children's homes, pets, and names are written on the board for reading lessons and hectographed later for the child's own book. The child's story

My name is John Hall.
I live in the country.

has good sentences and meets almost all of the requirements of the first grade written work; it uses capitals for his own name and the pronoun I; it has correct spelling; each sentence begins and ends in proper form.

Stories such as

Our house is made of wood.
Our house has four rooms.

give a basis for the child's feeling later that the second sentence would be improved by being made to read

It has four rooms

The following story is crude, but the sentences are correct—and sentence sense is one big objective for every grade.

I have a cat.
I have a pet cat.
My pet is little.
My pet is striped.
I call my cat Tiger.

The joy of having the same child be able to show a few weeks later his growth in language by telling

My pet's name is Tiger.
She is a little striped cat.

will be a satisfaction for the teacher, and she can make it so for the child. The wee evidence of holding back something for a climax and the use of two adjectives in one sentence are real achievements, which come only through motivated teaching and practicing of right principles in the language period, plus conscious striving to develop vocabulary.

Enunciation, articulation, right posture, and consideration for the audience are commended highly, but lapses in each are not mentioned except to the individual at some time outside the class period. Laughing at a beginner's first language attempts should never be tolerated, because of the fears which might be engendered in a sensitive child's mind.

When the beginners have been inducted into the school situation and have taken their places in the delightful farm activities, which the first three grades are living and enjoying, they all find common ground in the language period. This period is used for planning and going on excursions, for discussing the sights and sounds experienced on the trips, for hearing stories told or read by the teacher or another pupil, for hearing the teacher read lovely lilting poems of birds, trees, or animals, or saying softly some musical poem that doesn't mean much to a beginner, except an invitation to lie down to rest or to hum softly to himself. Sometimes he just can't help trying to have his big paint brush tell the things he has heard, so he works quietly at the easel while the teacher works with other boys and girls.

Sometimes teacher and pupils together look at beautiful pictures and tell of what they see. Guidance is there, but the children neither see it nor feel it. Gradually pictures mean more—new words can be used to describe the little rabbit which the boy is holding or the dear little children whose mother feeds them all in turn with the one spoon. They may have little pictures just like the teacher's big ones and keep them in a self-made folder labeled "My Pictures." Their poems are written and printed on large sheets, with a picture to help tell what it is about, and, with repeated readings, many poems are learned by those who like them.

(*To be continued in December issue*)

* Mahoney: "Standards in English," World Book Company. Sheridan: "Speaking and Writing English," Benjamin Sanborn Company.

† "Games and Other Devices for Improving Pupils' English," Charters and Paul, Bureau of Education Bulletin, No. 3.

The Western Journal of Education

HARR WAGNER, EDITOR

ALICE ROSE POWER, School Director, City and County of San Francisco, Associate Editor.

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NEWS AND COMMENTS

By HARR WAGNER

KARL S. HAZELTINE, associate professor of nature study, State Teachers College, San Jose, has made arrangements to conduct a department in this journal with reference to the needs of California teachers.

THE ADOPTION of a series of arithmetics for the public schools of California is now under consideration. Doctor Freeland of State Teachers College, San Jose, and a well-known textbook author, Doctor John Almack of Stanford University, a popular lecturer and student of curriculum activities, Elmer Steffelbach of the California Teachers Association, and David Rhys Jones, the coauthor of the Jones and McClymonds arithmetics and the author of the popular work books issued a few years ago by the San Francisco State Teachers College, have arranged with the Harr Wagner Publishing Company to put the educational material, which they have been gathering for years, into book form and offer the same to the Core Curriculum Commission and the State Board of Education for consideration. These books will be promoted and sold on the content value. Our aim will be to make evident the superior qualities of this series of arithmetics for use in public and private schools.

NOVEMBER 1, 1931, Mrs. Irene Taylor Heineman was appointed Assistant Superintendent of Public Instruction with headquarters in the Los Angeles office. This assignment makes available to a great number of educators, calling upon the State Department of Education for service in the southern section of the state, an officer able to represent in every way the service the department renders in Sacramento.

Mrs. Heineman has served as a member of the State Board of Education since 1927, resigning November 1, 1931, to take up duties of the new position.

Mrs. Heineman is a graduate of the University of California, with degrees A.B. and M.A.; Phi Beta Kappa student; former teacher in Los Angeles city high schools; former trustee of the Los Angeles State Normal School; past president of the Southern California League of Women Voters. She is at present director in the American Association of University Women; president of the Southern California Phi Beta Kappa Association; and director of the California Association for Adult Education.

THERE WILL BE a number of noted speakers on the various programs during the educational conventions in November and December. The list includes: Judge Florence E. Allen, Judge, Supreme Court, Columbus, Ohio; Doctor William H. Burton, professor of education, University of Chicago, Chicago, Ill.; Doctor E. W. Butterfield, State Commissioner of Education, Hartford, Conn.; Doctor H. J. Coleman, department of philosophy, University of British Columbia, Vancouver, Canada; Doctor Francis D. Curtis, associate professor of secondary education, head, department of general science and biology, University High School, University of Michigan, Ann Arbor; Florence M. Hale, president, National Education Association, and State Director of Rural Education, Augusta, Maine; Doctor Paul S. Lomax, professor of education, New York University, New York, and editor of the *Journal of Business Education;* Doctor Walter B. Pitkin, psychologist, editor, journalist; Doctor Winifred Richmond, psychologist, St. Elizabeth's Hospital, Washington, D. C.

NICHOLAS RICCIARDI, chief of Division of Secondary Education, State of California, has produced a very practical outline for "Guidance of Boys and Girls in the Secondary School," and has submitted his suggestions to the Governor's Council.

MRS. ALICE G. WHITBECK, the popular and efficient librarian of Contra Costa County Free Library, passed away at the Stanford Hospital, San Francisco, on Friday, November 13, 1931. Mrs. Whitbeck was formerly in charge of the children's department, Berkeley Public Library; later librarian of Point Richmond; and, for the past nineteen years, librarian of the Contra Costa County Free Library, with central library at Martinez. Mrs. Whitbeck was noted for her efficiency and the fine quality of service she gave to the various communities which she served. She was interested in the library needs of the smallest child, and also in the needs of the man looking for special books on special subjects. The Contra Costa County Free Library under her direction was always one of the outstanding features of the great county library system of California.

WRONG! Boards of education that charge bookmen for courses of study and require free sample copies of books are wrong. Very wrong! If publishers extend the courtesy of sending books free, the boards of education should at least give complimentary copies of courses of study, bulletins, etc. We take pleasure in complimenting Oakland, San Francisco, and other cities that are fair in their free sample requirements.

ALBERT T. BLANFORD, a well-known teacher, formerly District Superintendent of Crescenta District, has been admitted to practice law and has formed a partnership with C. M. Walz, 1205 West Jefferson Street, Los Angeles, Cal.

WE HAVE RECEIVED a telegram of recent date from Mrs. William John Cooper, stating that her husband, the United States Commissioner of Education, is slowly recovering from his collapse of a few weeks ago from heart trouble. His physicians are confident of his return to health if he will take things slowly for awhile.

MRS. E. L. MANLOVE, librarian of the Central School library for the Fresno city schools, reports a steady increase in the use of books. In September the library distributed 16,500 books to the schools, and during the remainder of the term between twelve hundred and twenty-five hundred books have been distributed each week.

A RECENT SURVEY of the cost of high school education in the State of California places the Jefferson Union High School of Daly City near the top in economic administration. James Ferguson, the efficient principal, although some of his ancestors are natives of the land of Burns and Sir Walter Scott, is nevertheless liberal, but by eliminating waste and taking care of essentials is able to carry out an economical policy and yet be progressive and give the students all the advantages of an excellent modern high school education.

THE WHOLE of your life must be spent in your own company, and only the educated man is good company to himself.—*David Starr Jordan.*

FRIENDSHIP has a power
To soothe affliction in her darkest hour.
—*Henry Kirke White.*

PROBLEMS FOR THE SUPERVISORS

By Helen Heffernan

[Editor's Note: Helen Heffernan, chief of Division of Rural Education of the State of California, delivered a very clear, definite, and inspiring speech at the Riverside convention, in October. These short extracts give some of the high spots of her address.]

Two lines of attack in meeting the educational needs of children seem of profound significance to me. The work of any group must be subject to change continually if it is to be adaptable to changing conditions. In the words of William Chandler Bagley, "Education must keep one eye on the social barometer, and if it finds unmistakable evidence of progress toward better things it will conclude that its efforts are succeeding." If, on the other hand, social progress seems to be endangered by inimical forces, education must modify its procedures. Doctor Bagley seems to observe such forces at work and points out most unflattering parallels between the increased availability of education and the increase in number of the more serious crimes.

The need of close relationship between home and school in the care of problem children brings me to my second major consideration of this presentation. That rural boys and girls are not given educational opportunity equivalent to that provided for urban children is a matter of common knowledge. The need (1) of more adequate financing, (2) of more adequate units of administration than the present small district system, (3) of better buildings and equipment, (4) of a more vitalized curriculum adapted to rural needs, (5) of better trained teachers acquainted with the problems inherent in the rural school situation, is apparent to all informed concerning the actual conditions. It is because our people are uninformed that these problems have persisted so long. We need a nation-wide understanding of rural education and a nation-wide realization that we are providing inferior schools for a large number of our future citizens.

The school reflects in large measure the ideals of the community in which it is located. If the school is to be improved, a strong public opinion must demand it. The parent-teacher organization can be most effective in giving the school the powerful support of an interested, unofficial, democratic organization. It requires intelligent leadership and skillful direction to make the organization function, but we have devised no instrument more conducive to a greater understanding of the needs of children or more effective in remedying conditions detrimental to child development. Many rural communities are ready for such an organization and need only the stimulating suggestion of the school official, to establish an agency of tremendous value in bringing about a partnership of parents and teachers for the tremendous purpose of realizing their common ideals of developing human beings with vigorous physical equipment, active, informed mind, disciplined emotions, and highly sensitized appreciations of spiritual values.

The new supervision will bend its energies to better adaptation of education to individual needs of all children and to a better understanding on the part of the public of what the schools are doing.

Character—that power in man which enables him to see what is good in experience and what is bad in experience; that power in man which enables him to link himself with the great past and make himself responsible for the future. Character, that power in man which organizes his life so that the passing moment presents itself to him not as something that is to be seized for its own sake and when done with forgotten, but simply an incident in eternity, something that is going to yield fruit in eternity, never going to be lost, never left behind. Character, which enables man to see himself, not as a reckless or irresponsible individual, but as one of humanity, as a thought of God, maturing as the ages go until his humanity becomes divinity itself.—*J. Ramsay MacDonald.*

In his relations with others, the scholar must be tolerant. Culture comes from contact with many minds.—*David Starr Jordan.*

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SCHOOL MUSIC NEWS

From the California Western School Music Conference,
MARY E. IRELAND, *Second Vice President*

Instrumental Music

I. *The Kindergarten–Primary Rhythm Band. If so, How?*

Santa Monica

MAE KNIGHT SIDDELL,
Assistant Supervisor of Music

No one who has seen the flashing eyes, heard the shouts of delight, felt the eager-reaching hands, when play instruments appear, can doubt the popularity of the rhythm band. Enjoyment of it is so keen that the educational side may disappear for a time. Yet there it is the whole time!

Perhaps its greatest value lies in the fact that there is something about the active participation which makes music itself very real and full of adventure. The rhythm band is one of the most effective means of leading children to listen attentively to music. The desire for participation is so genuine that interest is very spontaneous.

Again, it affords valuable training in co-operation and working together. To keep time becomes a necessity so that the music will keep together. Attack and phrasing are necessities for the same reason and lay the foundation for musical interpretation. Playing in a rhythm band is music making in a real sense. Such making is creative and has an enriching spiritual quality.

Granted the value of the rhythm band, how shall we go about the business of getting one?

1. *Instruments.* Kindergarten children will enjoy making many of the instruments themselves.

Drums should predominate at first. The average kindergarten will need ten, made from oatmeal boxes.

Tambourines: Two or four. These can be made by sewing tin bells on the edges of two paper plates.

Bells: Sleigh bells are effective. As a substitute, use a spice box with a few small pebbles, which may be shaken.

Sand blocks: Two pairs made by gluing or tacking sandpaper to wooden blocks.

Triangles: Two or four will have to be purchased.

Sticks: Colored rhythm sticks are popular.

For primary grades a set may be purchased for a few dollars. Suggestive set for thirty-five children: 1 drum and sticks, 4 triangles and beaters, 6 bells, 1 pair cymbals, 4 pairs sand blocks, 2 tambourines, 1 zylophone, 16 pairs rhythm sticks. These may be secured from Drysdale School Service, Harvard Square, Cambridge, Mass., or from some of the well-known instrumental manufacturers.

2. *Material.* The music first used should be for piano and chosen for mood content as well as metrical or time appeal. Here the child gets his first experience in keeping time and in noting different effects. Folk tunes and simple piano music written for children will suggest themselves to the resourceful teacher. Orchestral records for the Victrola may be used effectively after the children have taken the first steps in listening and responding to piano selections. Children and teacher should, however, never forget that the band is used as an accompaniment to the music and is not the music itself. Suggestive Victor records: Skating, 20401; Serenata, 20079; March Hollander, 19881.

In primary grades the music selected can be longer and more varied, and children can be led to work out instrumental combinations as well as contrasting musical effects.

II. *Elementary School Orchestras—Their Value and Aim.*

Los Angeles

JENNIE L. JONES, *Head Supervisor, Orchestra Division*

So much is written concerning the various so-called activities which are carried on in the schools of today—their "value," "aims," etc. We are all aiming for certain things, but the full value is perhaps not known until after the boys and girls leave us.

In Los Angeles, orchestra work was organized in the elementary grades in 1910. During these years there has been a decided growth in interest each succeeding year. Perhaps there is nothing more easily carried over into the home than instrumental music. Practicing is necessarily done at home, and this enables parents to note progress.

Many parents who have previously played in an orchestra are inspired to restring their violins or polish up their cornets and start anew. Years ago it was the exception for boys and girls under twelve years to study an instrument other than piano or possibly violin; at present, in our own city, we have 230 orchestras in elementary schools and about four thousand boys and girls six to twelve years playing in them. A number of the smaller ones cannot read the titles of the selections played, but can read the notes creditably.

Not all derive equal value from orchestral experience, but they must all be independent, each playing his own part regardless of what is being played by those around him. They must be accurate, fitting their notes in with the others as in a cross-word puzzle. They must learn to listen for other parts and realize that it takes melody, harmony, and accompanying parts to make an orchestra that is good to listen to.

They must have respect for the rights of others and for the difficulties of the various instruments.

Boys and girls who have had some experiences are glad to help new members, pointing notes, etc. This is good for those who help, for those who are being helped, and, incidentally, for the teacher in charge, as it is somewhat of a problem to keep busy a group in various stages of progression.

Young people who have played in orchestras cannot help listening a little more intelligently, and we are constantly amazed at some of their comments.

It is a great pleasure for all of us to hear from and read about the many who have carried on in their music, and just as much, perhaps, from those who have gone into other lines of work but still look back with pleasure upon their orchestral experiences in their respective schools.

III. *Class Instruction in Instrumental Music. Where Does It Lead?*

Sacramento

MARY E. IRELAND, *Supervisor of Music, Elementary and Junior High Schools*

A comparatively short time ago singing was the only musical activity in the elementary schools throughout the United States. Children who had private instruction in playing musical instruments occasionally performed for the school. These players were sometimes grouped into ensembles and became the nucleus of school orchestras and bands. Educators and parents soon realized that these favored children had an advantage over other children who might be equally talented and interested, but who, for various reasons, were not having an opportunity to learn to play. Out of this realization sprang the school violin classes and finally instruction in playing all musical instruments. Today, no educational system is considered quite complete without instrumental classes, and many communities have developed large and effective music departments. Thus music, in line with other subjects in the school curriculum, has proceeded from private individual instruction to group instruction at state expense.

In the Sacramento city schools, this class work has three major objectives:

1. To furnish another means of self-expression and gratify the ambition of children and young people who are interested in instrumental music.

2. To develop skill in playing an instrument and ability to participate in musical ensembles.

3. To raise the standard of school orchestras and bands: (a) Through developing players for a greater variety of instruments, looking toward complete instrumentation. (b) Through developing a uniformity of skill in phrasing, bowing, and precision.—*From the Sacramento Course of Study.*

Last spring in the elementary and junior high schools in Sacramento, 853 pupils were enrolled in these free classes and 481 pupils were playing in bands and orchestras. Out of the 481 in the bands and orchestras, 414 had received only school instruction in playing, thirty-four were studying both privately and in school, and eight were receiving only private instruction. Evidently school classes feed the bands and orchestras.

IV. *A Junior High School Instrumental Department.*

Oakland

HERMAN TRUTNER, JR., *Supervisor of Bands and Orchestras*

1. *General Objectives.* (a) To acquire technical skill and ability to read that will produce a credential performance of good music. To be able to play an instrument, even though indifferently, equips the pupil with an understanding and appreciation of music that will improve his discrimination and taste.

(b) To provide the experience of ensemble playing.

2. *Organization.* Each junior high school programs a first and a second orchestra, also a band, if desired by the principal.

The second orchestra is for training and acquiring orchestral routine. Instrumentation is disregarded.

The first orchestra is composed of advanced pupils and instrumentation is balanced as well as possible.

Pupils entering from the grades are programmed for the second orchestra, as are those who have made sufficient progress in group instruction classes.

The grade of a pupil does not determine which orchestra he belongs in. Pretest of musical ability will govern this. Talented and bright pupils are advanced early.

Orchestras are scheduled to meet before school, partly on school time and before school, for forty-five minutes. Some begin at 7:45 a. m., others at 8:00. One school only has full-time teacher. Others range from two to three and one-half days. Teachers, however, meet one of their organizations at the junior high school every morning. They report to the near-by elementary school after rehearsal. The number of rehearsals of each organization varies. This is left to the instructor.

Instrumental instruction is in homogeneous groups or classes. Violin classes limited to eight or ten. When control of instrument and tone production is secured, pupils are placed in diversified groups preparatory to assignment to the second orchestra. A certain amount of technical work, scales, etc., is stressed. Group periods of instruction are rotated each day. Minimum number of pupils per pupil period is twelve. There are fifteen junior high schools in Oakland.

BOOK REVIEWS

Progressive Teaching in Secondary Schools, by Ellsworth Collings, published by the Bobbs-Merrill Company. Price $2.40. Ideas discussed in this book will enable high school teachers to improve their teaching in these three respects—projects, school equipment, school libraries. Programs are illustrated abundantly throughout the discussion so as to enable the teachers to understand better the guidance procedure of teaching in actual classrooms. This book will be of service to teachers in normal school, college, and training school, preparing to guide the growing process in adolescent boys and girls. There are 528 pages, including a very useful index and table of contents. The table of contents is divided into two parts—eighteen chapters to the first part and nine to the second. Under each heading in the table of contents there is a brief description of what the chapters take up.

School Ventilation Principles and Practices, published by the Bureau of Publications, Teachers College, Columbia University, New York City. Price $1. It is the final contribution of the New York Commission on Ventilation, whose work was financed by the Milbank Memorial Fund, 1913, 1923, 1926, 1929. Other books previously published are: "Ventilation"—report of the New York State Commission on Ventilation; "Relation Between Respiratory Illness and Air Conditions in Certain Syracuse Schools"; "A Study of Ventilation and Respiratory Illness in Syracuse Schools"; "A Study of Ventilation and Respiratory Illness in New York Schools"; "A Study of Rural School Veutilation in Cattaraugus County"; "Vasomotor Reactions to Localized Drafts." McGraw-Hill Education Classics. Price $2.25 each.

Forty-Niners, by Archer Butler Hulbert, published by Little, Brown & Co. of Boston, Mass. Price $3.50. This is the $5000 Atlanta prize book. It is the chronicle of the California trail. It is divided in two parts: Part I, From Independence, Mo., to South Pass and Continental Divide; and Part II, From the Continental Divide to California. There are over one hundred illustrations and about sixteen maps. The author is an authority on Western history and has used his knowledge and research to good purpose, for out of his source material he has produced not only a fascinating book of adventure, but a true historical narrative. The tragedies, the humor, the songs, the covered wagon are all included in this book. City and county libraries will be delighted to have this book on the library shelves, and the people of this generation whose immediate ancestors came by the overland trails will enjoy and value this book.

An Outline of the History of Europe—the college outline series published by Barnes and Noble, Inc. Price 75 cents, paper edition. "An Outline of the History of Europe, from 1500 to 1848, contains maps, tabulated dates, index, bibliography, review questions, etc. These outlines will greatly aid both teacher and student.

The Mystery of Jack London, by Georgia Loring Bamford, Piedmont Press. Price $3.50. This is an attractive book of 252 pages, with illustrations. Mrs. Bamford, the widow of Frederick Irons Bamford, who was connected with the Oakland Public Library, was not only a personal friend of Jack London, but also of many of his friends. Mrs. Bamford has made an interesting contribution to material for a source book on Jack London. His letters and his friends make fascinating reading. The frontispiece, reproduced from a photograph by Arnold Genthe, is very good. The friends of Carroll Carrington appreciate the fine tribute to him and his work. The description of Joaquin Miller and his pinto horse may be accurate, but as a rule Joaquin loved to have a fine horse when he rode.

Henry Barnard on Education, edited by John S. Brubacher. This volume is divided into two parts — the first part deals with Henry Barnard's life and writings, and the second part is on education. Some of the chapters are: Public Interest in Education, Its Extension and Stimulation; General Aids of Education; Grading of Schools; Public and Private Schools; Methods of Instruction; Educational Administration.

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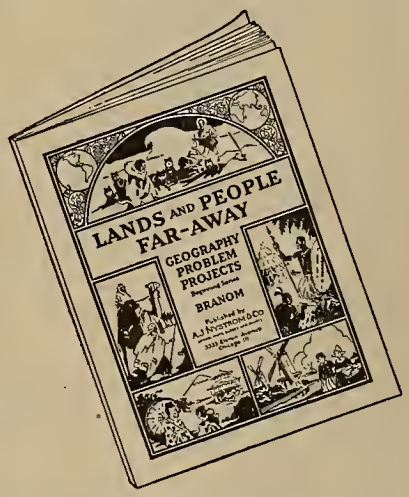

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SONOMA COUNTY INSTITUTE

THE SONOMA COUNTY INSTITUTE was held in Santa Rosa in the high school auditorium October 14, 15, and 16. O. F. Staton, County Superintendent of Schools, was in charge of the elementary section, and Jerome O. Cross, Superintendent of the Santa Rosa Schools, was in charge of the program for the high school section.

The elementary section carried on special work in the activity program and social studies, two courses given by Miss Helen Heffernan, chief of the Department of Rural Education of the state; arithmetic, by Mary A. Ward, State Teachers College, San Francisco; primary reading, by Clara E. Kapos, State Teachers College, Chico; school guidance, by Denis L. Hennessey, principal, Garfield Jr. High School; special education, by Mrs. Lillian Hill, chief of Bureau of Mental Hygiene; physical education, by Miss Winifred Van Hagen, chief, Bureau of Physical Education for Girls.

These section meetings were for the most part study groups. The social studies group, as conducted by Miss Helen Heffernan, formed the first part of the university extension course which she is to give in Sonoma County. Many of those attending her classes were to carry on through the year.

Honorable Vierling Kersey, State Superintendent of Public Instruction, addressed both elementary and high school groups, discussing secondary education and life today before the latter group.

The high school teachers were particularly enthusiastic over an institute in which both section meetings and their separate general session provided opportunity for detailed discussion and consideration of their individual problems.

Superintendent Cross had interviewed each speaker and the topic of his speech was discussed and planned in relation to the program. This plan resulted in a unified and integrated program, which brought before the teachers a timely discussion of the current problems of secondary education by men who are experts in their particular fields.

State Superintendent Kersey gave the point of view of the state office on secondary education. Doctor Elwood Cubberly of Stanford University discussed the field of educational philosophy and the wider administrative problems. Doctor Frank W. Hart and Doctor L. H. Peterson of the University of California discussed teacher relationships, and Doctor W. W. Kemp, the specific problems of high school administration. Doctor Fletcher Harper Swift discussed the widening scope of secondary education as exemplified by the Denver opportunity school, of which he had just made a survey for the American Association for the Advancement of Adult Education. From the state office, Julian A. McPhee, chief, Bureau of Agricultural Education; Miss Maude I. Murchie, chief, Bureau of Home-Making Education; Ira W. Kibbey, chief, Bureau of Business Education, discussed topics in their special fields.

All of the program speakers presented the liberalized point of view advocating reconstruction of the curriculum and greater freedom in administration.

The results in the English section deserve special note. Mrs. Mabel Ware, chairman, sent out a questionnaire prior to the meeting to insure discussion of the most important problems in the teaching of English. These meetings were so satisfactory that the teachers asked for another meeting two weeks following the institute, to continue the discussion.

In both the elementary and secondary meetings, the attendance was excellent and the teachers showed their appreciation in their interest and desire to enter into discussions and to present their problems.

NEVADA COUNTY INSTITUTE

COUNTY SUPERINTENDENT OF SCHOOLS Ella M. Austin held her institute in Grass Valley, November 4, 5, and 6. The institute was held in the high school building, and a beautiful setting it was with the green meadows, green pine trees, yellow and gold autumn leaves, and the white homes in the foreground of the picture.

The principal speakers were: Honorable Vierling Kersey, State Superintendent of Public Instruction; Doctor Merton Hill, professor of Education, University of California; Doctor Nicholas Ricciardi, chief, secondary schools; Roy Cloud, secretary, California Teachers' Association; Harr Wagner, Editor WESTERN JOURNAL OF EDUCATION; Alfred E. Lentz, attorney, State Office; Miss Helen Heffernan, chief, State Elementary and Rural Schools; Mrs. Lillian B. Hill, chief, child guidance; Miss Winifred Van Hagen, chief, Physical Education Department; Miss Gertrude Goyne, primary teacher, Nevada City; Miss Emily Davis, county health nurse.

Doctor Merton Hill gave a series of fascinating classroom talks to the high school teachers, and Helen Heffernan developed a number of activity projects, especially one on India, which was greatly enjoyed. Roy Cloud, executive secretary of the California Teachers' Association, gave an entertaining and impressive talk on "Present-Day Problems." Lillian Hill and Winifred Van Hagen conducted classes in their special fields of work. Superintendent Austin was very gracious and helpful, and, with the assistance of Mrs. Weeks and others, made the teachers and instructors feel that a Nevada County institute was an enjoyable affair, both for instruction and entertainment.

THE ELEMENTARY TEACHERS of Yuba County met in conference at the call of the County Superintendent, Mrs. Agnes Weber Meade, Saturday, October 3, in the auditorium of the Marysville Grammar School, at 10 a. m. The meeting opened with the salute to the flag and the singing of "The Star Bangled Banner" by the group, under the direction of Mrs. Nina Ormiston, music director. Mrs. Meade expressed her appreciation of the fine spirit of loyalty and coöperation reflected by the teaching personnel of the county, and urged the teachers to continue their good work in the building of character for good citizenship. She gave a short résumé of the county program of education for the past few years, its aims and accomplishments and encouraged the teachers to put forth even greater effort toward the realization of our county objective—"Good health, good attendance, interest, effort"—in order that each boy and girl in the community may have an opportunity to develop ideals of good citizenship. The group organized and planned for an intercounty athletic league in order to promote more social feeling, good sportsmanship, and fair play among the boys and girls of the schools of the county. A meeting date was set for the organization of a program for the schools wishing to enter the league.

Elmer R. Cave

VALLEJO TO BUILD NEW JUNIOR HIGH SCHOOL

ON SEPTEMBER 29, the people of Vallejo went to the polls and voted for a $230,000 bond issue to build a new junior high school.

Elmer R. Cave, Superintendent of Schools, made a personal campaign for the bonds. Of the seventy organizations in the city, he appeared personally before more than half of them, speaking sometimes at four places in an evening. He made the campaign on the basis that the schools were the property of the people—here were the facts and what would they do about it! And what they did about it was to go to the polls and vote four to one in favor of the bonds.

EARLY PROTESTANT EDUCATORS, by Frederick Eby, Ph.D., LL.D. This book contains the educational writings of Martin Luther, John Calvin, and other leaders of Protestant thought, dealing with their life work in training parents and children.

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LIBRARY NEWS DEPARTMENT

By May Dexter Henshall
County Library Organizer, California State Library

Dedication of James L. Gillis Hall

After a lapse of fourteen years, the name James L. Gillis brings as immediate a feeling of response from his host of former friends and coworkers as though he were still in our midst. He is and ever will be a most potent influence in the lives of the people who had the privilege of knowing him. To strangers as well as to his friends, his name is suggestive of enduring service to mankind, because of the library ideas he promulgated and made effective.

On Saturday, October 3, 1931, a large audience representing all sections of California gathered in Sacramento to dedicate the beautiful spacious reading-room of the State Library to the memory of James L. Gillis.

Miss Eleanor Hitt, on behalf of the James L. Gillis Memorial Committee of the California Library Association, acted as chairman of the meeting. In her introductory remarks she told how arduously Mr. Gillis had worked in the legislature of 1913 for the passage of a bond measure that authorized two new state buildings and for its approval by the people in 1914. Mr. Gillis was a member of the original State Building Commission that according to law comprised the Governor of the State, the Chief Justice of the Supreme Court, and the State Librarian. He devoted much time and thought to the preliminary plans for the building. It was while he was hurrying to an appointment with the commission and the State Architect on July 27, 1917, that he was seized with the heart attack which in less than an hour's time resulted in his death.

At the next annual meeting of the California Library Association, a committee was appointed to plan a memorial to James L. Gillis to be placed in the new State Library Building. Then followed years of post-war readjustments, which brought innumerable delays in the construction of the building and many changes in the personnel of the library organization. Delays and changes did not lessen the desire of librarians to express in some permanent form their appreciation of their beloved leader, who not only advanced library work in California into the front rank during his lifetime, but also left with librarians the vision of far distant goals toward which they are striving.

On behalf of the California Library Association, Miss Hitt requested Governor James Rolph, Jr., to accept the bronze tablet for the State of California and to dedicate the reading-room in the name of the California Library Association to the memory of James L. Gillis.

In accepting the beautiful bronze tablet placed over the main entrance to the reading-room, Governor Rolph read its inscription most impressively: "Dedicated by the California Library Association to the memory of James L. Gillis, who, as State Librarian from 1899 to 1917, and as founder of the County Library System of California, rendered valuable and lasting service to the state." He characterized Mr. Gillis as an outstanding Californian, traced his early life in Sacramento, showed how strongly he was identified with its history and growth, and paid high tribute to his great contribution to the advancement of libraries. In closing he said, "A great compliment has been paid to the Governor this morning, to invite him to accept this plaque and to dedicate this building. I accept the plaque in the name of the people of this state. I am proud to have the honor which is mine to accept it, and I have the great pleasure and the privilege to dedicate this lovely room to the honor and name of, and as expressing the gratitude of the people of this state to, James Louis Gillis. Long may it stand. Long may it flourish in books, and literature, and all that goes into a great library. And may this building and that plaque ever be remindful to the people of this city and the people of this state that we owe it largely to James Louis Gillis, and, as the Governor, I pay tribute to his memory and dedicate this fine and noble room to his honor, to his glory."

Miss Mabel R. Gillis, daughter of James L. Gillis and the present State Librarian, was then introduced as one who had spent years of devoted, intelligent service in the institution, and whose appointment to the position was so truly logical and appropriate that it had brought genuine whole-hearted satisfaction throughout the state. Miss Gillis responded most feelingly, and expressed the hope that her father's vision in library service might react to the benefit and pleasure of all who were present.

Rolland A. Vandegrift, State Director of Finance, was presented as an official who was interested in libraries and keenly aware of their problems. Mr. Vandegrift said he was very much interested in library work and in librarians, confessed that he had once possessed the title of assistant librarian and might see some reason still to claim brotherhood in the fraternity, because of the evidences of the accomplishment of an outstanding builder in library work. Mr. Vandegrift paid high tribute to the county library system, to its far-reaching service, and to Mr. Gillis as its originator in California. Of books he said, "When I think of books I think of a saying that to me characterizes the whole spirit of library work, 'Books once were men'."

On behalf of the James L. Gillis Memorial Committee, the chairman expressed appreciation to Miss Elizabeth Norton of Palo Alto, the artist who designed the tablet, and introduced her to the audience. Miss Norton responded: "I was very proud indeed when I was asked to make the design for the tablet. I am only sorry that I came to the state too late to know Mr. Gillis."

Miss Norton is a very versatile artist and is well known in Eastern cities where she has exhibited sculpture, etchings, and wood block prints. During the month of October an exhibit of Miss Norton's etchings and wood block prints was displayed in the Prints Room of the State Library. A bust of David Starr Jordan by Miss Norton is of direct interest to Californians.

Miss Mabel Thomas, vice president, California Library Association, was called upon to deliver a message from Willis H. Kerr, president, California Library Association, who was in London. His cablegram read as follows: "Please express my greetings to the meeting and my sincere respect for the great leader whom we honor today. Greatly regret my absence." Miss Thomas said, "James L. Gillis was our leader up to the day of his

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death. He converted Californians to his idea; we believed in him, we believed in the county library, and we gave him love and friendship."

The chairman announced that many letters and telegrams had beeu received from all over the state and from places outside the state, paying their tribute to the memory of Mr. Gillis. One of the telegrams was from Mrs. Otto J. Zahn, the first and only woman on the former board of trustees of the State Library. Owing to illness, Mrs. Zahn could not be present to take part on the program. In commenting on the bronze tablet Mrs. Zahn said, "The tablet in its dignity, simplicity, and straightforwardness seems to me to typify in a remarkable way the man it memorializes."

Vierling Kersey, State Superintendent of Public Instruction, sent his regrets that he was unable to attend the dedicatory exercises, owing to the necessity of being present at a meeting of the State Board of Education.

George T. Clark, librarian emeritus of Leland Stanford Junior University, was introduced as a stanch friend and warm admirer of Mr. Gillis, from the time of his appointment as State Librarian, and fully able to sketch the library career of James L. Gillis. Mr. Clark said in the brief time at his disposal he could call attention to only three achievements of Mr. Gillis, upon each of which he left a vital impress — the State Library, the county library system which he created, and the presidency of the California Library Association, through which for years he exercised leadership.

In order that the audience might appreciate the measure of Mr. Gillis's accomplishments in the State Library, he took them back forty years and reviewed conditions prior to Mr. Gillis's incumbency. He then drew a mental picture of its development after Mr. Gillis became State Librarian. With a potential library on his hands, his first task was to get it organized and make its resources available. He set about assembling a competent staff. He enlarged its scope by creating such departments as the Extension Department, California Historical Department, and Documents Department. In the course of its growth and expanding activities, the old quarters in the State Capitol became hopelessly inadequate. Something had to be done or the library's efficiency would be seriously impaired. Mr. Gillis was never appalled by large enterprises. With his usual skill and diplomacy, he helped to launch successfully the project which ended in the acquisition of two city blocks and the financing and construction of the two magnificent capitol extension buildings, one of which is now the home of the State Library.

The second achievement mentioned was the creation of the county library system. He had tried sending out traveling libraries from the State Library, but found they could not possibly solve the problem of furnishing adequate library facilities to residents outside of cities. He succeeded in having a county library law enacted, and sent organizers to assist counties in establishing county libraries. He kept this up until virtually the entire state was covered by the system. He established a training school to provide a body of workers, by whom the county library system would be efficiently administered.

The California Library Association came into being in 1895, and after a somewhat checkered career was emerging into a vigorous maturity when Mr. Gillis was placed at its head in 1906. With the exception of one year, when his desire to be relieved of the office prevailed, he remained president until 1915. With Mr. Gillis as president, the Library Association entered upon a new era of state-wide activity. The association owes much to the pleasing personality, energy, and unceasing activity of its president during those eight crucial years. He was responsible for the creation of the district associations and attended their meetings regularly.

Mr. Clark closed his address with the following feeling tribute: "We are here this morning to assist at the dedication of a tablet to the memory of James L. Gillis. For those of us who were his contemporaries and therefore familiar with his achievements, there are already two conspicuous monuments to his skill and ceaseless energy in furthering the library cause—the county library system and the State Library, as it now functions with this splendid equipment—two monuments which so far excel anything within our power to erect, that a mere tablet might seem superfluous. But on second thought we are reminded that the generations pass swiftly and the memory of man is much less enduring than a tablet in bronze, so it is with hearty accord that we reverently assist in this ceremony to perpetuate the memory of one whom we all delight to honor."

The last topic on the program was "The Personality of James L. Gillis." Miss Susan T. Smith, librarian, Berkeley Public Library, was chosen as one who could present very vividly his delightful personality. Miss Smith was reference librarian in the State Library when the county library system was first started. She had a great part in the upbuilding of the system, and the keenest appreciation of Mr. Gillis's character.

Miss Smith said, "Time is the only test of greatness and achievement. It is astonishing to discover through letters and interviews how vivid an impression is retained of this man in the minds of those who knew him and were associated with him—what a dominating personality stands forth in spite of the passing of fourteen years. Many have said that his influence still affects their thoughts and actions. The tribute we pay him today, then, is not one colored by the emotion of the moment, but is based upon a record that has stood the test of change and forgetfulness, inevitable in the lapse of time."

Miss Smith told of him as counselor and friend; of his lack of desire for personal credit and his belief that united purpose brought results. Although a self-educated man, he had a keen appreciation of scientific training for the work at hand. She spoke of his sense of fairness and justice; his unerring judgment in appraising people; his constant thoughtfulness of others; his quiet sympathy for some disappointment in the days' work or hearty appreciation of a victory won; the expression of personal interest in his own handwriting at the end of a formal dictated letter; the inspiring conferences in his office; his fine sense of fun and intense love of life. He had a gift, amounting to genius, of leading people without their knowing they were led.

Miss Smith ended her remarkable character sketch with this final inspiring memory of a great leader: "Mr. Gillis allowed no one to consider that the completion of one piece of work entitled the worker to rest on his laurels. He was so full of abounding vitality and energy himself that he looked for action in every one else. There were no slackers in his library scheme. How could anyone help but work when he was so confident you would succeed, so sure you would be equal to any state of affairs that might be encountered. He

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never made one feel commonplace—one's accomplishment was always most unusual."

Miss Eleanor Hitt, who had proved an ideal chairman, announced that Miss Smith's address ended the formal program. She thanked the speakers for reconstructing the portrait of Mr. Gillis, and the large audience for coming to help the California Library Association pay tribute to the memory of James L. Gillis.

Joint Library District Meeting

Several northern districts of the California Library Association held a joint meeting at the time of the dedication of James L. Gillis Hall. Separate business meetings in the morning were followed by attendance at the memorial exercises, and a joint session in the afternoon was addressed by Mabel R. Gillis, State Librarian, and Lyman Bryson, executive director, California Association for Adult Education.

New Solano County Library Building

By Miss Eleanor Hitt, *Assistant Librarian, California State Library.*

During this time, when many libraries are obliged to stand still or actually to retrench, it was a particularly pleasing experience to attend the dedication of the new Solano County Library building at Fairfield, on October 5. The building itself is an attractive, two-story structure that adds new beauty to the group of public buildings of which the citizens of the county are justly proud.

Solano County Library has always been remarkable for its successful coöperation with other county agencies, so it seems very natural and fitting that the new building should house the agricultural agencies as well as the county library. The library quarters are on the first floor. One large attractive room houses the Fairfield branch and will be used as a public reading-room for the entire county. The rest of the floor is taken up by the county library offices and workrooms and by a very attractive staff room and kitchen. Upstairs, and accessible by an outside stairway, are the offices of the county farm adviser, the home demonstration agent, the horticultural commissioner, and the farm bureau.

The meeting of October 5 was a very representative one. The county supervisors were there in full force, and Mr. Christensen, chairman of the library committee, presided. Senator McCormick and Assemblyman Crowley made addresses, congratulating the board of supervisors and the people of the county on the completion of the building which will enable the important institutions, which it houses, to function with greater facility and efficiency. Mr. Halliday, the County Clerk, who helped establish the library and who has been a stanch and unfailing friend through the years of its service, told from his personal viewpoint something of the history of the library and of its influence in the county. The library speakers on the program were Miss Mabel R. Gillis, California State Librarian, who gave a broad view of the place of the library in the life of the county; Miss Clara B. Dills, the former librarian of Solano County Library, who was received with great enthusiasm and who told of her great satisfaction and pleasure in seeing her dream of a new building thus splendidly realized; and Miss Cornelia Provines, the librarian of Sacramento County Library, who spoke briefly about the influence of libraries and of reading upon the intelligence of the general public, growth of which is essential to the maintenance of our civilization. Miss Harriet G. Eddy, who, as county library organizer for the State Library in 1914, helped in establishing the Solano County Library, and who is now organizer of the agricultural extension service of the University of California, furnished the connecting link between the library and the agricultural interests represented at the meeting. The agricultural organizations had as their spokesmen J. H. Murray of the Solano County Farm Bureau and Dudley Moulton, director of the State Department of Agriculture. The chairman introduced the county officers who were responsible for the dedication exercises: Miss Edith Gantt, county librarian; Miss Maybell S. Eager, home demonstration agent; V. W. DeTar, farm adviser; and Carl Spurlock, county horticultural commissioner.

At the conclusion of the program, the visitors took advantage of the opportunity to inspect the building, and many returned in the evening for the reception and housewarming that was held from seven to nine.

The large attendance at both the afternoon and evening sessions was representative of the entire county, and there were also visitors from the neighboring counties of Sacramento, Yolo, Napa, Contra Costa, and Marin. Miss Edith Gantt, as official hostess, was assisted by the wives of the county supervisors and by representatives from various women's organizations of the county.

CHILDREN'S BOOKS

Selected by Wilhelmina Harper

For Younger Children

The Yellow Shop, by Rachel Field. Doubleday. Price 75 cents. How two children "keep shop" to help the kind aunt with whom they live. Grades three and four.

Snippy and Snappy, by Wanda Gag. Coward. Price $1.50. Cleverly illustrated picture book about the adventures of two little field mice. Grades two and three.

The Farmer in the Dell, by Berta and Elmer Hader. Macmillan. Price $2.50. Splendid picture story of everyday life on the farm. Grades one to three.

The Willow Whistle, by Cornelia Meigs. Macmillan. Price $1.75. Lively story of two pioneer children and their Indian friends. Illustrated by E. Boyd Smith. Grades three to five.

The Little Princess in the Wood, by Sibylle Olfers. Stokes. Price $1.50. Beautiful picture book from the German, with text by Helen Dean Fish. Grades two and three.

Bingo Is My Name, by Anne Stoddard. Century. Price $1. Delightful puppy-dog tale, with expressive pictures by the Haders. Grades one and two.

Ella the Elephant, by Kurt Wiese. Coward. Price $1.50. About the happy life of a little jungle elephant, with excellent illustrations by the author. Grades three to five.

Lion Cub, by Hamilton Williamson. Doubleday. Price 75 cents. Cunning story of a little lost lion cub, with pictures by the Haders. Grades one and two.

For the Middle Age

Brian of the Mountain, by Anne Casserly. Harper. Price $1.50. Pleasing fairy tales from the Irish with numerous animal characters. Grades four and five.

Jeanne D'Arc, by Jeanette Eaton. Harper. Price $1.25. Complete story of the warrior saint, unusually well told. Grades five and six.

The Little Lost Shepherd, by Helen Hill and Violet Maxwell. Macmillan. Price $2. Tells of the happy life and adventures of a little shepherd boy of France. Grades four to six.

Milly and Her Village, by Agnes C. Lehman. Macmillan. Price $1.50. Very interesting story of the home and school life of a little German girl of today. Grades four to six.

Ekorn, by Haakon Lie. Laidlaw. Price $2. The adventurous life of a little squirrel, charmingly told. Grades four and five.

The Spindle Imp, by Alida Sims Malkus. Harcourt. Price $2. Folk tales from Yucatan, each possessing definite interest, with Erick Berry illustrations. Grades four to six.

Muskox, by Marie Ahnighito Peary. Stokes. Price $2. A lost baby muskox in the Arctic has some strange adventures before joining the herd again. Grades four and five.

Picture Map Geography of the United States, by Vernon Quinn. Stokes. Price $2.50. Very attractive book with maps of each state, picturing the various industries, and interesting text. Grades four to six.

For Older Boys and Girls

Heroes of Civilization, by Joseph Cottler and Jaffe Haym. Little. Price $3. Well-written and interesting stories of great heroes in the advancement of science, invention, etc. Grades six to eight and high school.

The Life Story of Beasts, by Eric F. Daglish. Morrow. Price $3. Characteristics and habits of the better-known mammals, with striking wood engravings. Grades six to eight and high school.

The Model Aircraft Builder, by Chelsea Fraser. Crowell. Price $2.50. Valuable information about flying and constructing aircraft models. Grades six to eight.

Malibu, by Joseph V. Hoyt. Lothrop. Price $2. A most interesting story of wild life, with a deer as the hero. Grades six to eight and high school.

The Golden Star of Halich, by Eric P. Kelly. Macmillan. Price $2.50. A stirring tale of a boy hero of ancient Poland, by a Newbery Medal author. Grade eight and high school.

Young Trajan, by Elizabeth C. Miller. Doubleday. Price $2. How a Rumanian youth, with the aid of a brave girl friend, leads his people in a successful revolt against tyranny. Grade eight and high school.

Boys' Life of Washington, by Helen Nicolay. Century. Price $2.50. A most excellent and complete biography. Grades seven and eight and high school.

My Indian Boyhood, by Luther Standing Bear. Houghton. Price $1.75. An interesting and entertaining account of the daily life of Indian boys and girls. Grades six to eight.

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WESTERN SCHOOL NEWS

JAMES G. FORCE, the progressive County Superintendent of Schools of Monterey, has recently purchased a Moon–Hopkins bookkeeping machine and has inaugurated a series of a new type of school meetings. Sectional meetings will be held at Kings City, Salinas, Pajaro, Pacific Grove, and other places. It is unique in that, in addition to the usual routine of elementary teacher's meetings, they are being taken through high school plants and given complete understanding of the things the high school is doing, and getting acquainted with high school people.

J. H. BEERS, who has represented the Macmillan Company in the West and in foreign fields for eighteen years, and more recently has been in sales and promotion work in the home office of the company at New York, is the new manager of Macmillan Company, Pacific Coast branch, San Francisco, California.

WINTER

[Spring Garden is located in Placer County. It is a one-teacher school that has carried out activity programs successfully, even to the writing of poetry. These lines are expressive of the approach of winter in the Sierras. Mrs. Genelle Stam is the teacher.]

By BILLY HOEPER,
Seventh Grade, Spring Garden School.

STRAIGHT from the snow fields, white and cold,
Comes the North Wind, strong and bold.
Across the hills comes its icy blast,
Telling that winter is here at last.

Rattling at the windowpane,
Bringing with it snow and rain.
Scattering the leaves everywhere
And making the trees brown and bare.

AND FEARLESS MINDS climb soonest unto crowns.—*Shakespeare.*

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BIDS WANTED FOR TEXTBOOK MATERIAL IN ARITHMETIC FOR ELEMENTARY SCHOOLS

To Authors, Publishers, and Others:

GENTLEMEN—The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute, in California, textbook material, as follows:

Arithmetic texts for elementary schools, up to and including grade eight.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, as soon as convenient but not later than January 15, 1932.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in arithmetic," should be submitted on or before the hour of 5 o'clock p. m. of January 15, 1932.

Alternative bids for supplying completed books, as specified above, in carload lots, f. o. b. Sacramento, Los Angeles and San Francisco, will also be received.

The State Board of Education reserves the right to reject any and all bids that may be submitted.

Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education at Sacramento, California.

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Sacramento, California
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4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
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   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership August 1, 1931, was 37,680.
10. **Why should I join?**
    Every teacher in California should belong to C. T. A. because of its accomplishments and because through unity comes power to accomplish desired results.

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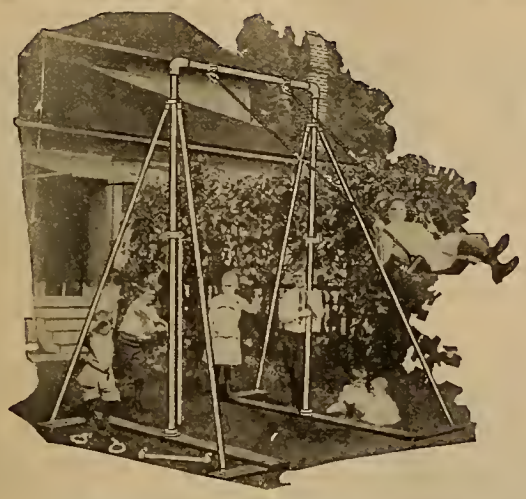

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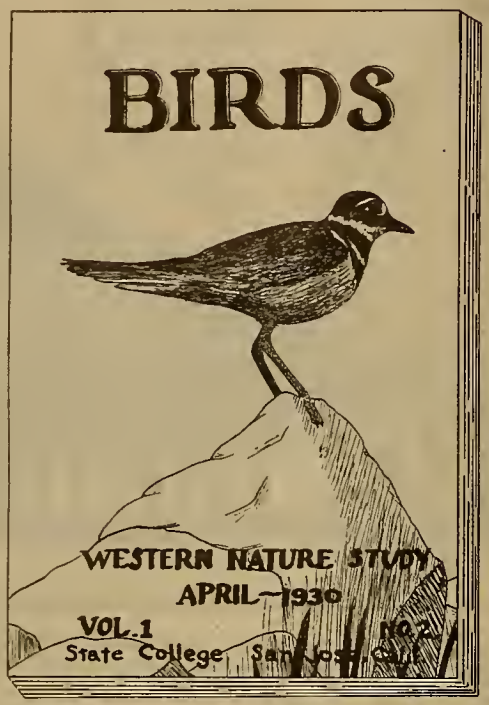

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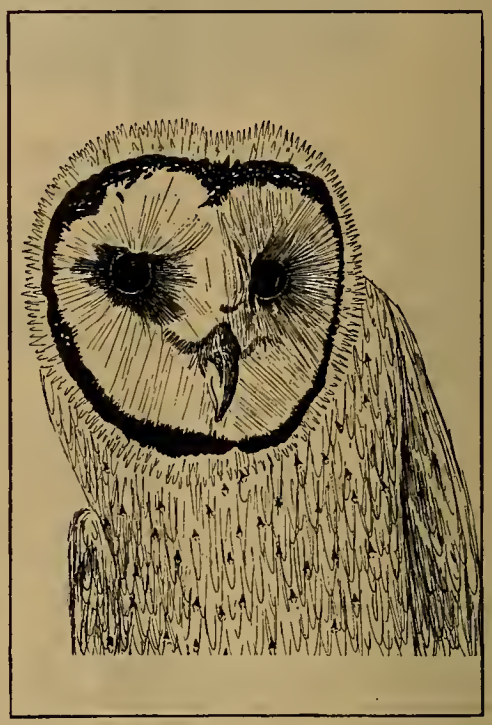

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THE WESTERN JOURNAL of EDUCATION

DECEMBER, 1931

BOOK EXHIBIT, OAKLAND, CALIFORNIA, NOV. 17 TO 20, 1931

THE ABOVE ILLUSTRATION is a picture of the book exhibit for the Oakland schools, as planned by Superintendent Willard E. Givens and his associates. This exhibit has many attractive features. It recognizes the textbook men as an integral part of the educational system. There must be close correlation between courses of study, textbooks, and teachers in order to render adequate services to the children. This exhibit gives the classroom teacher an opportunity to examine new books. It enables bookmen, without necessary expense of free samples and weeks of time, to meet the classroom teacher and to present the merit of their books. Superintendent Givens in his report, says:

The staff of the Oakland public schools feels that our teachers received much value from the opportunity to study the best of the book material available for carrying on instruction. During the four days of the exhibit more than two thousand teachers were present. Forty-nine exhibitors participated, forty-one of whom had personal representatives available for consultation with teachers.

Publishers With Representatives—Allyn & Bacon, American Book Company, D. Appleton & Co., The Bobbs-Merrill Company, H. M. Rowe Co., Commercial Textbook Company, Ltd., Compton Publishing Company, Doubleday, Doran & Co., Ginn & Co., Gregg Publishing Company, The Grolier Society, Harcourt, Brace & Co., Harper & Brothers, Harr Wagner Publishing Company, D. C. Heath & Co., Houghton Mifflin Company, Iroquois Publishing Company, Laidlaw Bros., Inc., Laurel Book Company, Little, Brown & Co., Lyons & Carnahan, McGraw-Hill Book Company, The Macmillan Company, F. A. Owen Publishing Company, A. N. Palmer Company, Rand McNally & Co., Row, Peterson & Co., Benj. H. Sanborn & Co., Scott, Foresman & Co., Charles Scribner's Sons, South-Western Publishing Company, Stanford University Press, University of Chicago Press, Silver, Burdett & Co., University Publishing Company, John C. Winston Company, World Book Company, Spencer Publishing Company, J. B. Lippincott Company, Webster Publishing Company, The University Society, Inc.

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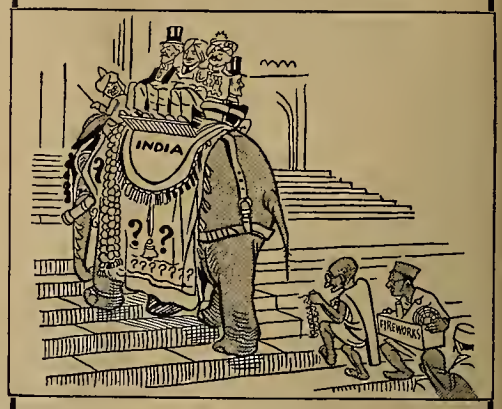

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VOL. XXXVII, No. 12 SAN FRANCISCO, DECEMBER, 1931 PRICE 15 CENTS

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. CULP

Recollections of November

OHIO, PENNSYLVANIA, New York, Massachusetts, Rhode Island, Connecticut, New Jersey.

An unusual fall—Indian summer till after Thanksgiving. For warmth, weather bureau records for all time shattered.

In late November, calling for two days without an overcoat. Temperature 76 degrees in New York City. Los Angeles and environs smudging for protection of oranges and lemons.

Eastern newspaper stories telling of roses in bloom, violets being picked, and chrysanthemums alive in the open.

The Empire State Building in New York City. One thousand and fifty-eight feet in height—the tallest structure in the world —a receding tower of white, silver-topped at night, with a rose pillar with azure stripes.

Atop the Empire State Building on an evening clear with the moon full, rising from the mist of the Atlantic, across from Brooklyn. The city with its tens of thousands of lights. The Hudson River. The Battery. The Statue of Liberty. The Jersey shore atwinkle with cities like unto the sight from Mount Lowe above the Los Angeles plain on a starry night. Huge liners slipping to sea, lined with gleaming portholes.

The city far below with rumble of street cars and elevated railroads. Honks of taxicabs—shouts of news vendors. Broadway, a streak of white and colored lights—the rest of the city dark in comparison. Huge buildings, small, and below the heights of the Empire State Building, streets mere canyons.

Everybody to his own racket. The Empire State Building taking in $1,500,000 per year from the sightseers who view the city from its observation towers. Three to six thousand visitors per day.

Cleveland, Columbus, Dayton, Akron, Buffalo, Niagara Falls, Syracuse, Schenectady, Albany, Boston, Providence, New Haven, Bridgeport, Newark, Jersey City, Weehawken, Bayonne, Union City, Hoboken. Cities all alive as ever with activity, to the outward eye. Newspaper accounts of great unemployment and suffering. Cities that oversubscribed their budgets in relief-campaign drives. Schools and libraries in greater demand than ever. Teachers seeing that no child in school goes home hungry. People pessimistic and bewildered. Stores coming back to the pay as you buy basis. Economists stating that the previous plan to keep factories working at full blast and full wages has done no good. The time for slashing of budgets and salaries, rampant everywhere in Eastern cities, has come. Taxes still up—talk of new taxes, sales taxes, economy, and more economy.

In New York City, parades of communists with banners calling for the everthrow of our present system. The police keep the marchers in line. Two thousand, three thousand marchers in the greatest city in the United States. And ten blocks away Wall Street and what it signifies. A paradox of paradoxes.

The great New York newspapers as usual. Full of the run of the occurrences of the day. Everything the same—yet everything different. Notre Dame–Army football game a sell out.

The Mid-West to outward appearances in deeper distress than the rest of the country. Government there tending to break down because of nonpayment of taxes in many places.

Too much of everything. New York has learned, and to its sorrow, that it cannot live by gambling on the stock market. It has found out also that the game of rackets finally kills the goose that lays the golden egg.

In fact, education is being called a racket. The almost universal editorial comment against the report for the appointment of a Secretary of Education in the President's Cabinet is a case in point. New York State papers especially are against the taking of money from taxes raised in that state to be used for the education of children in states far less wealthy. The editors fear that if a Cabinet officer of education as proposed is appointed with powers of educational advisement, finally will come absolute federal supervision and the regulation of the expenditure of federal funds according to federal regulations.

The charge is made that the demand for a Cabinet officer in education is an opening wedge for the federalization of our schools, and is the beginning of an attempt by politically minded educators to carve out the educational political assignments for themselves.

The recent appointment of Patrick T. Campbell as Superintendent of the Public Schools of the City of Boston has been regarded most favorably by New England educators, and has been most acceptable to the school people of Boston, well acquainted with his ability and approachableness during his long term as Assistant Superintendent in the Boston City Schools.

Charles H. Lake, First Assistant Superintendent of the Cleveland Public Schools, has been Acting Superintendent of Schools in Cleveland during Superintendent R. G. Jones's recent serious illness. It is reported that Mr. Jones is on the way to a thorough recovery and will soon take up his active duties again.

The Cleveland school administrative departments in November moved into Cleveland's new School Administration Building at Rockwell Avenue N. E. and E. Sixth Street, which is one of the finest school headquarters, if not the finest, in the United States. Cleveland for years has had a civic plan for developing the Mall, about which is clustered Cleveland's federal and municipal public buildings. Superintendent R. G. Jones, whose record in Cleveland has made him one of the country's great administrators, and the Cleveland Board of Education, were determined that the School Administration Building would be a credit to Cleveland and a contribution to educational administration. Consequently, $2,439,000 were spent on the project. This sum includes cost of headquarters, with equipment, landscaping, and an estimated $843,000 value of the site. The general contract for the building was $1,085,700, with the rest of the moneys for equipment and furnishings. We quote from a description of this new building from the Cleveland *Plain Dealer* of November 8 last:

"The visitor entering from either the East Sixth Street 'back door' or the main entrance from the Mall, may find no vassals and slaves at his side, but the marble halls of the Balfe opera aria will be no idle dream.

"Coming in from the Mall side, one finds himself in a two-story lobby whose ceiling is supported by bluish green Cippoline marble pillars resting on a Venoso marble floor.

"Two murals representing 'Branches of Education' and 'Progress of Education,' the work of Cora Holden, Cleveland artist, panel each side.

"All corridors have marble floors and marble wainscoting five feet high. The board room, where meetings are held every two weeks, has twenty golden-veined Famosa marble pilasters.

"One of the most attractive rooms in the building is the library, whose central feature is a fireplace built from bricks saved from the wreckage of the old Rockwell Street schoolhouse, built on that site in the middle of the last century and which, for twenty years before it was wrecked for the new building, served for headquarters.

"It is a room of quiet elegance. Its special rubber floor is bordered with royal red marble. Book shelves of American white oak line the walls from the floor half way to the ceiling. The rest of the walls and ceiling are paneled in the same wood.

"The building also includes an assembly hall, or miniature auditorium, designed exclusively for the frequent meetings of teachers at headquarters. Such staff meetings have until now always been held in the library board room. The decorative panels at the sides of the platform are the work of the Cleveland artist, Rolf Stoll. The underground garage for board employees' cars, which cost more than $100,000, will be thrown open with the building.

"The new headquarters will make possible a 'reunion' of all school offices. The bureau of architecture, which has been in the Auditorium Garage Building, the sinking fund commission, the school museum, and the classroom division of the Cleveland Public Library will all come in."

Final enrollment papers at Columbia University for the first semester of the present academic year show a decrease of 1166 from last year. The total registration is 31,978 for 1931, as against 33,144 for the corresponding period in 1930.

The High School Teacher, a school magazine outstanding in its field, whose aim is to print articles of special appeal to the high school teacher, written by teachers who practice what they write about, is edited by L. W. Reese, high school supervisor for the State of Ohio. Dynamic, approachable, Mr. Reese is one of the best thought of schoolmen in Ohio. His thirty-four years have been filled with the putting across of things from the time he worked his way through college by teaching boxing to the present moment as state supervisor and editor of *The High School Teacher*. Mr. Reese has a B.S. degree from Ohio Northern in 1920 and an M.A. degree from Ohio State in 1925. He has been Assistant Superintendent of Schools of Wood County and County Superintendent of Geauga County Schools in Ohio. During the past six years Mr. Reese has held his present position as state supervisor of Ohio high schools.

William H. Cunningham, head of the English department of the Jamaica Plain High School, is head of the English committee on high school English textbooks for the public schools of Boston, Mass. Mr. Cunningham is author of "Character, Conduct, and Study," a book for high school students, published by G. P. Putnam's Sons.

Doctor W. W. Theisen, Assistant Superintendent of Schools of Milwaukee, Wis., and director of research for that city, will give courses this next year at the University of Southern California summer session in Los Angeles. Doctor Theisen is a co-author on a recent very popular junior high school English book.

F. H. Bair, Superintendent of Shaker Heights, a suburb of Cleveland, the Pasadena of that metropolis, has just moved his high school into a fine new building. In Ohio they quote Shaker Heights as their model school system.

Russell H. Rupp is principal of the Shaker Heights Junior High School. A native of Pennsylvania, Mr. Rupp is a graduate of Lebanon Valley, Pa., and Columbia University. Since 1926 he has been in Shaker Heights developing an outstanding junior high school.

Joseph R. Lunt, head of the science department, Teachers College, Boston, and acting director of general science, Boston public schools, has been a prominent figure among the science teachers of the New England states for the last few years. As teacher, author, and lecturer, Professor Lunt has done noteworthy things from the time of his graduation from Dartmouth.

As teacher, Professor Lunt has contributed much to the teaching of science experimentally. The Boston schools follow his plan, which is to teach science, following a loose-leaf syllabus arranged in topic units. Each one of these units has a certain number of experiments calling for definite apparatus and equipment. Instead of supplying each school with total equipment for the whole course, equipment for each unit is assembled as an outfit in a case at a central warehouse and, as the units are studied, this equipment is sent to the school.

This scheme has been made available to other school systems in the "Lunt and Haley General Science Course of Thirty-one Units," with outfits by the Central Scientific Company of Chicago. Other books describing Professor Lunt's viewpoint are "Tower and Lunt," a junior science book, published by D. C. Heath, and "Everyday Electricity," published by Macmillan.

As a lecturer, Professor Lunt has taught the theory of science teaching for the past six years in the Boston Teachers College. For five years he has lectured regarding scientific subjects over Radio Station WEEI, and for several years he has conducted summer session courses on the teaching of general science at the Massachusetts Institute of Technology. Professor Lunt's aim has been to give pedagogical courses so teachers will learn how to put their subjects across to the student.

The November meeting of the New Jersey State Teachers Association at Atlantic City stated itself as opposed to the skimping now being practiced in the nation's schools.

The value of the school plant of New York City is now $447,275,000 and will be increased by $69,000,000 before 1933.

At a recent meeting of the New York State Rural School Improvement Society in Syracuse, N. Y., the society went on record against the unionization of small school districts.

New York City teachers have raised $1,000,000 for relief of the needy among their pupils. The teachers have so organized the relief work that there is no overhead charge and red tape has been slashed. The children are fed and clothed and the talk, if any, comes later.

Ira T. Chapman, Superintendent of the Elizabeth, N. J., schools, has been one of the educators in his state to lead in things sensible educationally. When a move is made, it has been thought through. The Elizabeth schools are going back to the one-year promotion scheme. The pupil needs a teacher the whole year to understand him and his problems. When children are grouped according to ability and are working up to their ability, there should be little interruption of the general plan. In addition, a new physical education health program is being worked out at Elizabeth. The services of Doctor Guy L. Hilleboe have been secured as director of elementary education. Doctor Hilleboe replaces Miss Elizabeth Davidson, who has retired. Doctor Hilleboe comes to Elizabeth from the Albany State Teachers College, where he was director of child welfare. Walter Gardell has been appointed director of physical education for the Elizabeth city schools.

Preston H. Smith, Superintendent of the Bayonne City Schools, and Arthur O. Smith, Superintendent of the Union City Schools, New Jersey, in almost adjacent towns, are both in charge of cities of over sixty thousand population and are known as two of the most popular schoolmen in New Jersey.

James A. Nugent, Superintendent of Jersey City Schools, N. J., recollects San Francisco as before the earthquake, when he stopped there on his way back from his services in the Philippines.

Daniel S. Kealey, Superintendent of the Hoboken, N. J., Schools, is in Europe. Mr. Kealey is much interested in the work of the League of Nations.

C. F. Towne, Assistant Superintendent of Schools of Providence, R. I., in charge of the junior and senior high schools in that city, has followed very closely the development of schools in California.

Doctor E. C. Hartwell, Superintendent of the Buffalo City Schools, has moved his school administrative departments into two floors in the new Buffalo City Hall, which, architecturally, is probably not surpassed by any other civic structure in the United States. And we have seen the new Los Angeles City Hall.

G. Carl Alverson, Superintendent of the Syracuse, N. Y., Schools, has gathered around himself an exceptionally able body of assistants to aid him in carrying out his forward educational policies.

EASTERN HOTELS

To those superintendents, supervisors, and teachers who are planning to visit the meeting of the Department of Superintendents in Washington this coming February, or who are intending to visit the Eastern states this coming summer, we call their attention to the advertisements of the Eastern hotels which are in this issue. The following are of moderate price and excellent service:

In St. Louis—Hotel Melbourne, on Grand Avenue and Lindell Boulevard, in the midst of the theatrical section, away from the smoke of the down-town area—a hostelry unique.

In Chicago—Hotel Majestic, Quincy at State Street, just around the corner from everything. Across from the Chicago Post Office—two blocks from the new Chicago Board of Trade Building—two blocks from Michigan Boulevard—three blocks from Marshall Field & Co.—one block from the elevated—four blocks from the loop theatrical section—two blocks from the office of the Chicago Board of Education—a hotel of large rooms and pleasing atmosphere.

In Detroit—Strathmore Hotel—out Woodward way—a hotel of quiet distinction.

In Cleveland—The Gillsy—a most comfortable hotel near to everything—three blocks from the Mall and the magnificent new Cleveland School Administration Building.

In New York City—The Shelton—Forty-ninth Street and Lexington Avenue—across the corner from the new Waldorf-Astoria—thirty-two stories, architecturally one of the most imposing buildings in the city—up the street from the Chrysler Building—three blocks from the Grand Central Station. A luxuriously appointed solarium—a well-stocked library—the Shelton Swimming Pool, considered one of the most beautiful indoor pools in the country—four beautiful lounges—restaurants and a cafeteria—twelve hundred sleeping rooms and a number of two-room suites—patronized by college men and women—surface cars by the door—two blocks to the subway—one block to the elevated—cross-town busses on the corner—taxicabs at the door—on Lexington Avenue, a street of floral shops—surrounded by other luxurious hotels. A hotel of distinction at a moderate price, combining all the attractions of a city club with the service of a metropolitan hotel.

SUBLIMITY

By Lottie J. Wegener

[Written at the mountain ranch of the author, Mariposa County.]

I stood and gazed in wonder at the snow-capped mountains;
They seemed to be rising to heights above, and their immaculate tips
Appeared to penetrate the azure blue so close to them.
The radiance of the sparkling sun, beaming down upon the glistening snow,
Formed an iridescence beyond human description.
As I beheld in wonderment the magnificent display,
A great feeling of love and thanksgiving exalted my being,
And I raised my eyes to God and gave thanks for the glorious sight
Which enthroned me and for the great good that encircled me.
Manifested beyond words was the evidence of all the protecting power.
And as tears dimmed my vision, my heart leapt with joy and appreciation
Of the wondrous care that God bestows on all mankind.
I thought as I stood spellbound, gazing at the magnitude of such wondrous beauty,
That the sight brought me a little nearer to my brother,
Made me a little kinder to my neighbor,
And a little closer to God.

The friends thou hast and their adoption tried,—
Grapple them to thy side with hooks of steel.
—*Shakespeare.*

Awarded Four Gold Medals 2250 Subjects

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Use them throughout the school year as aids in teaching Language, Literature, History, Geography and Picture Study.

ONE CENT SIZE. 3 x 3½. For 50 or more.

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Send 50 cents for 25 for Christmas, or 25 for Children, or 25 Madonnas, or 25 Art Subjects. Size 5½ x 8.

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Weekly Rates

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Garage within stone's throw

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ADJACENT TO BEAUTIFUL WESTLAKE PARK

Plan for Integration of Language Arts Through Activity Program

By MARY BEATRICE CALLAHAN

(Continued from November issue)

Sometimes the sentences on the board are made by the children, with cards so large that only the work table or floor is big enough to accommodate such sentences as "The poor little pig cried all the way home from the fair." The disapproval of the group is strong, if they do not find a capital letter at the beginning and a period at the end.

Little children want to write because the others do, and they see it as an activity and as an achievement—both socially desirable. The needs for writing in the first grade are not many, so the real expression of ideas for beginners should be through their activities in constructing, drawing, painting at their easels, cutting, pasting, and tearing. Muscular control having thus been secured, the child may be taught to write his name on the board, using large letters. It should be individual instruction in order that no bad habits are begun and clinched. Any older boy or girl who writes very well may give the individual instruction; he needs only to know that he must supply a good copy for his little pupil to image, that the practice is done in the right way, and that plenty of encouragement is given.

If the muscular control is not sufficiently established, or if the child does not have a desire to write, a few large and small cards with his name on them may be kept in a box with thumb tacks and paper clips; the large ones may be tacked on his materials for construction and the small ones clipped to his drawings.

Older children of the farm activities group are working on problems of their own. They write to ask the farmer to show them the milking machine and his farm buildings; they think about the questions they want answered; they plan all the details for the visit to the farm.

After the trip, they must discuss all they have seen. Much surprise and pleasure are expressed because the farmer's wife gave them cookies; and wasn't it a good thing Mary could thank Mrs. Lyman so nicely! (It is considered a good thing to play a farmer's wife distributing cookies; each child thus learns what to say.) Some one recalls that he just put his notebook on the porch while he ate his cookies, and so a telephone conversation is suggested to ask the farmer's wife to look for it. That, too, is played to see if everyone knows how to telephone. The class decides that letters to thank the farmer would be fine, and so everyone thinks of the one thing he enjoyed most and tells the farmer about it. Everyone is surprised to find that he requires so much help: therefore, the writing of notes of thanks is taught to all while the need is vital. All new words to be used are spelled by the teacher and listed on the board. Such an array—Mr. Lyman, granary, separator, milking machine, gander, calves, pony, cookies, engines, brooder, weather vane, loader! Some letters have to be written several times, for no one wishes to send a poor one. Capital M and capital L are real struggles in visualization and execution for one or two, who have never happened to need them before.

After the letters are finished, attention is called to the listed words and they are copied in individual spelling books. The teacher wonders why milking, gander, loader, and brooder were asked for, and their easy parts are noted. She promises to pronounce those words the next day to see if all the children can spell them correctly.

With renewed interest the farm activities go on and so do the language arts, with emphasis upon good oral expression and the building of a vocabulary adequate for each child's needs. Dictionaries illustrated with cut out or created pictures may be made by those interested, but spelling books are to be kept by all. A newspaper containing events and announcements may be made and is sure to prove a source of pride.

Occasionally there will be a spelling lesson of words upon which various children wish to be tested, and frequently pairs of children should test each other from individual spelling books. Spelling classes conducted by the teacher will be infrequent, but occasionally children who are poor in spelling should be grouped to try to improve their methods of study or to bring to them a realization of the importance of spelling.

There is so little written language work required in the first three grades that any good activity will provide motivation and opportunity for all that is desirable. The mechanics of writing for these grades might better be taught through use of the printing press than through handwriting, for much of our slow, laborious writing and careless letter formation was acquired when we strove to write before our muscles were coördinated enough to express smoothly and rhythmically the ideas of the mind. Children love to print with the press the labels for their boxes of material; they like to make signs for their farm buildings, sale bills, and roadside signs, advertising the products for sale on the farm that day. They enjoy printing the announcements for the day and posting them on the bulletin board. Capitals for the beginning of words, sentences, proper names, days of the week, periods, and question marks are all learned through use in a situation where the need is evident. Margins, arrangement of material on the page, and alignment are planned for in order to make a poster, a sale bill, an advertisement, or an announcement that will challenge attention and merit the approval of the group.

The care of the printing presses and arrangement of the letters in order might well be delegated to the third and fourth grade children, who need to know well the alphabet as a basis for their dictionary work.

The intermediate groups choose an Indian activity. The teacher's responsibility in the language arts is again the determination of what are desirable standards of language achievement for these grades.

Reference to authorities shows the widening of objectives, but very few added standards; those already acceptable are to be raised and greater emphasis is to be placed upon the paragraph idea, the acquiring of a more accurate vocabulary, and the story is to have more attention paid to good beginning and ending. Titles of stories and good letters are also an important part of the work, but, as always, needs of the children are to determine what should be taught and when it should be taught.

Perhaps few activities offer so many possibilities as those dealing with Indians, for we have an unending amount of stories, legends, and myths about them. These may be freely used to give the children a knowledge of Indian life. The children read for information and for pleasure and the teacher reads to them, both prose and poems, for appreciation, to give them wide acquaintance with description, vivid words, impressions of sound, color, moods, and feelings. Indian music, skilfully introduced, leads to creative work in setting words to music and to making dances for it. Some ideas of quality apart from the whole are sensed—weirdness, and throbbing, pulsing rhythm. Pictures by Amick and Couse are appreciated anew, as are the samples of Indian pottery and jewelry which the teacher exhibits.

Stories of history in which the Indians had a part, their wars with the white men, their treatment by the various nations, the reservations, their schools—such as Haskell and Carlisle—and the Indian Bureau are read by the children or told to them, till they have so many ideas clamoring for expression that organization and outlining—in brief, paragraph headings—are almost a necessity. Everybody cannot tell orally what he has read, and so stories are written, books are made, the story of Doctor Charles Eastman is reviewed, and ideas are expressed in sign language. In mechanics, capital letters are effectively clinched, because it is such fun to use Indian names, such as Howling Crane and Walks-in-the-Fire. Commas, capitals, quotation marks, and interrogation points are necessary, because the stories are too much the same if conversation is not used, and titles become most intriguing. Variety in sentence structure also becomes most desirable.

Much spelling is involved in the stories, and spelling teams help each other a great deal in checking each other's work. Rivalry is intense in the acquisition of new words which do not count unless spelling is correct and meaning is known. Point values in the contest are given to certain words which are so difficult to define that the teacher's aid must be enlisted. Points are given after verification for words whose meanings were "guessed" correctly from context. Related words are listed, such as tribe and tribal, or words that may be used in two ways, as scalp (a noun) and scalp (a verb).

The Indian's relation to his environment and his interpretation of the phenomena of nature prove interesting points of discussion.

Standards in oral expression,‡ written work, spelling, and writing, clearly understood and, in most cases, arrived at by the group, are insisted upon at all times and in all lessons, because the pupils are consciously guided into an appreciation of simple laws of learning, though naturally they do not designate them as such.

In the upper grades, a newspaper activity may be started after the local and state newspapers have been used as references in social studies. An excursion to the printing press is made after a letter asking permission has been sent by the class and answered favorably by the editor of the paper.

The children come home with new vocabularies needing interpretation:

Mergenthaler	editorial	pied
linotype	advertisement	lead
type	wood cuts	subhead
head lines	case	legend

The language arts for the upper grades may be motivated for a long period. The paper must have news items, head lines, paragraphs, cartoons, advertisements, editorials, poetry, topics from all over the world. One or two who have been listless before with an attitude of "we've had that before," find need for absolute accurate sentence sense, for topic sentences, for good choice of words, for tactful and forceful expression, and even read voluntarily from books on journalism in the school library.

Sales talks to secure subscriptions, talks with older persons of the vicinity to get neighborhood history, debates on public questions, and reporting of news heard over the radio give new values to the language arts, for one must converse with the persons interviewed, letters of request and thanks become common, notes must be taken and later reproduced. Spelling, writing, and punctuating take on new meaning.

The formal grammar work may be presented to the eighth grade as a group, but the practice and drill must be on an individual basis. Each one knows what curriculum requirements he must meet in order that he be promoted to the next higher grade. The satisfaction comes in mastering each unit of work before another is attempted and in being able to apply each new phase of grammar as it is learned.

Spelling is studied and various contests undertaken with zeal, for matches are "advertised" in the paper and results are announced through that medium at the close of the contest.

The discussions and evaluations of work in the newspaper, the talks about going on to high school, and the English requirements to be met there keep interest at a high pitch. Responsibility for progress rests almost entirely upon the pupils; responsibility for strengthening their various weaknesses and for building upon strength already acquired rests with the teacher. Altogether upon the teacher rests the responsibility for providing an environment rich in experiences, so real and enjoyable that school is life itself. Through the activities the language arts become a unified whole, as they are in life outside the school.

‡ "Spoken Drills and Tests in English," by Mabel Vinson Cage, is the newest book of high school grade for oral expression. Harr Wagner Publishing Company.

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And into halves divide our trouble.
—*Sir J. Denham.*

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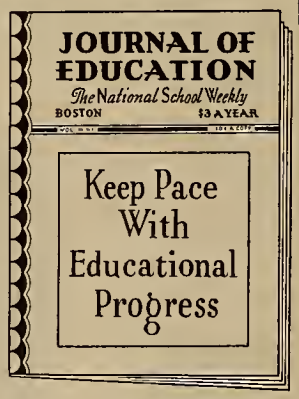

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NEWS AND COMMENTS

By HARR WAGNER

CHARLES D. JONES, District Superintendent of Hermosa Beach, has issued a virile appeal to "Feed Our Neighbor." He claims that the effort to relieve the present condition will have a great influence on the character of the children if handled properly. The appeal is a strong one, and Mr. Jones deserves the appreciation of people everywhere for the fine example he has shown in his desire to be helpful in a practical way.

VIERLING KERSEY, State Superintendent of Public Instruction, has informed Edith Latham, president of the Latham Foundation, that he is prepared to place special emphasis on humane studies. Doctor I. R. Waterman, chief of the Division of Publication, is interested in correlating humane education with other subjects. Miss Latham, with her brother Milton Latham, has devoted years of service to this work.

HENRY B. DEWEY passed away recently at the age of sixty-seven. During recent years he has been connected with the educational department of Houghton Mifflin Company. He was at one time Superintendent of the State of Washington, and in 1911 was one of the leaders in the N. E. A. meeting in San Francisco, Cal.

DOCTOR JOHN ALMACK of Stanford University sailed for Hawaii on December 9, on an educational mission. Doctor Almack, as an author, lecturer, and philosopher, has gained national recognition during the last few years.

MAURICE B. ROSS, research assistant in San Diego city schools, correlated his publicity work during education week in rather a unique and effective manner. Instead of special bulletins, they printed sufficient copies of the school papers of the four senior high schools to supply the elementary and junior high children. The papers contained much valuable and interesting material. *The Russ* was especially well edited.

OLIVER HARTZELL, District Superintendent of San Rafael, Cal., has given much study to the problem of depression and has made some interesting comments thereon. After discussing "Depression" from an historical standpoint, he makes the following definite statements:

> America must make adjustments. She cannot permit one out of every three to be in want or fear of the future and the other two to live in luxury or comfort. Our problem is *not* one of overproduction. We know there are millions of Americans who do not have all they want and they are willing to work for all they get. It is not overproduction. It is not too much machinery, but it is poor distribution. Distribution not of goods but of buying power. Our social body is suffering from malnutrition. Our digestion and circulation are bad. As we have indicated above, the wealth of our country is not equitably distributed. I don't mean that wealth should be equally distributed—but I do contend it should be far more equitably distributed. The buying power, hence the consuming power, should be distributed over more of our population so that our so-called overproduction could be readily absorbed. Our people don't have the money with which to buy, hence they don't consume, hence we have heard it said there is overproduction. It isn't overproduction, it is lack of consumption; and people don't consume goods, because they have no money with which to buy.
>
> It is all summed up in the line of Oliver Goldsmith: "Ill fares the land, to hastening ills a prey, where wealth accumulates and men decay."

WE SHOULD DEMAND a liberal budget for 1932 and 1933 for school supplies, school equipment, books, maps, and globes, and have fewer expensive radios, less expensive pianos, and less of the material that merely entertains and does not educate. Textbooks are the cheapest of all educational supplies and are the best contribution to education, except encyclopedias, globes, and a teacher who inspires pupils to study.

SELDEN SMITH has returned from Boston, where he attended the directors' meeting of Ginn & Co., the publishers. Mr. Smith has been the Pacific Coast manager of Ginn & Co. for many years and has always contributed personal services to the people of Berkeley, where he has his home, and to California, his adopted state and the native state of his children.

ANSEL WILLIAMS, City Superintendent of Stockton, and John Williams, County Superintendent of San Joaquin County, held the annual county institute in the high school building, Stockton, November 23, 24, and 25. There was a large attendance and an excellent program was rendered. Superintendent Ansel Williams has served efficiently the city of Stockton for many years, and John Williams is serving his first year as County Superintendent. Due to serious illness, he was not able to be present at the institute. The institute was the cultural or inspirational type. There were many interesting speakers on the program. Doctor Tully Knoles, Roy Cloud, and Harr Wagner were on the list of speakers.

W. H. HANLON, Superintendent of Contra Costa County Schools, was appointed on the State Board of Education, vice Mrs. Coolidge, term expired. Superintendent Hanlon is one of the most progressive schoolmen in the state, and Contra Costa County during his administration has been outstanding in its ability to meet the requirements of these times. Modern courses of study, modern buildings, efficient service, community interest, etc., have always been characteristic of Superintendent Hanlon's work. He has had the training and experience to make him an efficient member of the State Board of Education.

FRIEND W. RICHARDSON, former Governor of California, debated with Superintendent Willard E. Givens of Oakland the subject of "State Printing of Textbooks," before the San Francisco center on Thursday, December 10.

JOAQUIN MILLER*

By ANNE K. GRANLEES, *Lodi, Cal.*

JUDGE not by the dark clay
Which made his form.
That was not he:
'Twas frail and passion torn.
See only—shining through,
Above—about—
The radiant spirit of Divinity.

Fields of wild oats?
Ah no—they dried by winds of God—
And bursting forth in petaled glory,
Flowers of the soul spring from the sod.
His magic fingers,
Dipped in sky's deep rose,
Paint the enchanting story.

Flakes of Sierra's snows
Gathered and he
Sifts them to cleanse the heart
With shining purity.
He plucks a star from Heaven
And sets it in the midst of men,
A glowing, radiant part.

Knowing the whiplash
Of that sting—derision—
His heart beamed love.
He saw the tender vision
Of God's understanding
Of frail humanity—
Forgivingness from above.

If a black streak
Showed like a darksome road
In the dim night—
He walked it valiantly—a load
Of human love
Burdening his shoulders:
Transfigured by celestial light.

If I and my own kind
Saw only failings—
Heaping rebukes—one by one—
We call to him in his own kingdom—hailing
Him to ask forgivingness—inspiration—
That God may likewise say to us:
"Ye, too—my sons—well done!"

[*Note: Written after hearing address of Harr Wagner on "Joaquin Miller and His Other Self."]

William John Cooper, Commissioner of the United States Bureau of Education, who has been seriously ill, was able to appear for a few hours at the Convention of State Superintendents of Public Instruction, held in Washington, D. C. Honorable Vierling Kersey was in attendance.

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LIBRARY NEWS DEPARTMENT

By MAY DEXTER HENSHALL
County Library Organizer, California State Library

How Some County Libraries Celebrated Book Week

A VERY EFFECTIVE CELEBRATION, practically devoid of spectacular features, characterized the observance of Book Week by the county libraries of California. The general tendency was to follow up newspaper publicity with displays of new books in the larger county library branches and to leave the books there for the patrons to borrow at the close of Book Week.

Posters, book lists, and bookmarks added to the attractiveness and interest of the book exhibits. The "Round the World Book Fair" steamer, designed by Maud and Miska Petersham and sent free on request to public libraries by the National Association of Book Publishers, was used extensively. Glenn County sent out gay bookmarks with lists of good old books to go into each new book on display. Los Angeles County Library, instead of preparing a Christmas buying list for parents, as is usually done each year, purchased the list published under the direction of the First District California Congress Parent-Teacher Association. This list of 130 standard titles for the boys' and girls' personal bookshelf was compiled by the boys' and girls' department of the Pasadena Public Library, with the cooperation of the division of work with children of the Los Angeles County Library. San Diego made very alluring book lists for each exhibit by the use of silver and gold paper mounted on a bright-colored background.

"Round the World in Books or Children of Other Lands" was the theme for Book Week in the library branches of Alameda, Butte, Humboldt, Inyo, Kern, Merced, Mariposa, San Bernardino, San Diego, Stanislaus, Sutter, and Tehama county libraries. The idea lent itself admirably to exhibits, to story telling, and to the ingenuity of librarians. In Tehama County, where the prevailing financial depression had made it difficult to display new books, the resourceful county librarian, by means of advertisements, pictures, and other material, coupled with ingenuity, made such an attractive and unique setting for old books displayed to carry out the theme, "Children Around the World," that the exhibit brought many favorable comments and helped to prove that many of the older books in the library would be read if they were brought to the favorable notice of patrons.

Story-telling, either by outside or local talent, and talks by county librarians or library assistants were featured in a number of the county libraries. Mrs. Constance Mitchell, head of the children's department, Sather Gate Book Shop, Berkeley, told stories to the children of several schools of Alameda County. At these gatherings, the custodians of the respective community branch libraries attended the story hour and brought with them the groups of books which had been sent to the branch library in celebration of Book Week. Preceding Book Week, Mrs. Mitchell told stories in the schools of Kings County. She will follow up Book Week early in December in San Benito County with a talk on new books, especially children's books, to the Delphian Club, which will have as its guests the Women's Club and Young Mothers' Club. At the beginning of the new year, she will visit Humboldt County and will be taken by the county librarian to the larger schools, where she will tell stories.

Programs were furnished by the children of the elementary schools of Gridley, Durham, and Shasta Union in Butte County in connection with a very attractive exhibit from the county library. In addition, local women told stories at county library headquarters in Oroville and at the branch library at Biggs.

Merced County Library in place of story hours had a series of travelogues for older girls and boys given by a library patron who had been around the world. In one branch library of Merced County, open house was held with the custodian and the presidents of the Women's Club, Ladies' Aid of the Church, Home Department, P.-T. A., and Legion Auxiliary acting as hostesses. The county librarian added much to the day's enjoyment by reviewing both adult and children's books.

At county library headquarters in Independence, Inyo County, different countries and people were illustrated by neighboring schools. Pueblo Indians were depicted by the pupils of Milton School. This was particularly interesting, because nearly every child in the Milton School is either a full-blooded Indian or has Indian blood. This school is located at the place locally known as the fort, the site of old Fort Independence, and nearly all the Indians of that section of the county live near the fort. One evening, G. W. Dow of Lone Pine gave a travel talk illustrated with moving pictures which he had taken recently in Europe.

In Kern County the Vacation Reading Club was carried into the month of November, during which time the diplomas for those who took the "Journey to Bookland" were awarded. In some places the program took the form of a story hour, with the county librarian presenting the diplomas. There were 311 children in the county who received diplomas for reading eight or more books from the prescribed list.

Story hours were held in several county and city schools of Kern County. A talk on the history of books and printing was given to a class using that subject for a project in connection with the "Friendship of Nations." The county librarian talked before the student body of the Delano Joint Union High School on "The Value of a Book." This talk was illustrated by leaves from manuscript music, manuscript books, and incunabula. Classes visited the library to see the displays and to become acquainted with the use of the library.

In Los Angeles County, eight talks on various phases of children's reading had been given since September and four more were given during Book Week. Three members of the division of work with children carry on this phase of work throughout the year. Many of the custodians of the community branches of the Los Angeles County library had school classes visit the branch libraries during Book Week to see special exhibits of books such as "Newbery Medal Books," "Doll Stories," "Mexico," and "Books of Your Grandmother's Day." One custodian constructed a toy house of book jackets, similar to the one described in the *Library Journal* of October 15, 1931.

The county librarian of Napa County gave a talk at the Lincoln School on "What an Adequately Equipped and Properly Supervised Children's Room Could Mean to Napa."

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The Quincy Study Club of Plumas County had a Book Week program with the county librarian as the leader. As the club program for the year centered around women of the present day, the librarian compiled a short list of interesting biographies of women or books of interest to women. This list was distributed to club members and the books were on display and for circulation at the Quincy branch library.

As a large number of schools in San Bernardino County have radios, the county librarian sent to each school a notice of the radio talk given during Book Week by Mrs. May Lamberton Becker with the hope that many children would hear it.

A recognition of the value of Book Week by the Parent-Teacher Association was evident from the number of P.-T. A. groups that featured talks by county librarians during that week in Inyo, Kern, Kings, Lassen, Merced, San Bernardino, San Mateo, Santa Clara, Tulare, and Ventura counties. The child's wise use of leisure was stressed in a talk on "The Child and the Book" before the Chino Parent-Teacher Association by the assistant in the school department of the San Bernardino County Library. In Lassen County, the librarian finds that the parents are including books in their children's Christmas gifts. The question now is "What book shall we get?" and not "Shall we or shall we not get a book?"

There were a few book plays given. One was held at Stratford in Kings County; another in a community branch in Merced County; and a third at a school in San Diego County. In Madera County, where "Books From Many Lands" had been enacted during the year, the public was so "book conscious" that the initiative during Book Week came from the people, and the county library was asked by nine different groups to put on book programs, and the children in the country schools made their own posters and acted out book plays.

There were several unusual exhibits in cases in Plumas, Sutter, and Tuolumne counties. The owners of the Quincy Mercantile Company in Plumas County have a large display window and are always generous about lending it to the county library. The display made by the library this year featured Indians. On the back wall was a set of pictures of Indians issued by the Great Northern Railroad. A display was exhibited of books about Indians, both for adults and children. To lend added interest, three Indian character dolls, a sample Indian loom, and a katchina were placed in the window. The children of the Quincy School had been working on an Indian project, and some of their work was displayed in addition to little Indian figures made by children in a Sierra County school, which is served by the Plumas County Library. A border of library special request slips were exhibited in the front of the window, so that spectators might know that books on all subjects can be borrowed from the library by requesting them.

The Yuba City Grammar School in Sutter County is housed in an unusually beautiful and conveniently arranged building. Very attractive, spacious wall cases in the hall immediately greet the eyes of all who enter the building. During Book Week, two of these cases were used by the Sutter County librarian for a display of children's books. The school children showed such great interest in the exhibits that the principal of the school requested the county librarian to use the cases for book exhibits throughout the year.

Two community branches, Sonora and Jamestown, in Tuolumne County, have excellent double display windows. These windows were decorated attractively with posters made in the county library headquarters. In Sonora, one window was given over to adult and the other to juvenile books, while in Jamestown, both windows were filled with children's books. In the historic mining town of Columbia, the branch is in the post office. The books are kept in a bookcase with solid doors. Refusing to be daunted by adverse conditions for a book exhibit, the county librarian prepared a poster to decorate the door, entitled "New Books for Young People," to indicate there were "treasures" to be found within.

A varied and large collection of dolls from European countries, gathered by the county librarian of Stanislaus County on a recent vacation, was exhibited in the children's room in the McHenry Free Public Library, which is a branch of the county library at Modesto. These dolls made the room gay with color and fascinated the classes of school children, whose teachers brought them to see the display of books and to listen to the stories by the children's librarian.

In the school department of the Stanislaus County Library there was an exhibit of pamphlets containing book reviews and decorated book covers made by children of the rural schools as a Book Week project. There was also a display of books of special interest to teachers.

At the Riverbank branch of the Stanislaus County Library the custodian displayed dish gardens made by school children to depict scenes from children's books. This same idea was carried out in the juvenile room at the Stockton Public Library in San Joaquin County. Children from the third to the eighth grades were permitted to enter the contest for the dish garden and sand-box project, and prizes were awarded for the best ones. The spacious school department of the San Joaquin County Library was very attractive with its effectively arranged display of posters and books.

The county librarian of Yolo County worked very closely with the schools in celebrating Book Week. She specialized on books to be read in connection with history and civics and books used in activities and projects of the schools. In addition, beautifully illustrated juvenile books were sent to schools not near community branch libraries. Custodians of community branches near schools had charge of the exhibits and conducted the week according to local needs.

In California, as the passing years bring recurring book weeks, it is noticeable that the ephemeral features of the celebration diminish annually until they seem near the vanishing point, while the enduring things which affect the use of books throughout the year show a steady advancement in the emphasis given to them during Book Week.

Survey of School Libraries

Miss Edith A. Lathrop, associate specialist in school libraries, in the United States Office of Education, is making a survey of school library conditions in a number of the states of the United States. Particular attention is being given to states which are outstanding in school library service or which present features of decided interest. City school libraries as well as ones in rural districts are included in the survey. State programs being carried out, funds for school libraries, training and certification of school librarians, school library supervisors, units for library service such as district, township, and county, selection of books, housing of library, and other items of interest are being considered in the survey.

The Carnegie Foundation, which is deeply interested in the improvement and extension of library service in the United States and other countries, has financed Miss Lathrop's trip, which will extend over practically a year's time. She has already made a survey of Illinois, Indiana, Wisconsin, Minnesota, North Dakota, Washington, Oregon, and California. On the return trip to Washington, D. C., she will visit Nevada, Utah, Colorado, Nebraska, and Iowa. She will attend the meeting of the National Educational Association in Washing-

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ton in February before continuing her trip through other states.

Miss Lathrop visited Northern California from November 14 to December 2. Her first day was spent in the State Library and the Department of Education. On November 16, she attended a meeting at Chico of the rural school supervisors of the northern section of the state. The following day she was in Sacramento visiting the State Library, the Sacramento Teachers Professional Library, and city school libraries.

One day each was spent visiting the Stanislaus, Sutter, and Butte county libraries, and in addition a brief visit to the school library department of the San Joaquin County Library.

The city schools of San Francisco and Oakland were each given a day.

A visit to the Alameda County Library also included a call upon the director of the University of California School of Librarianship.

On November 30 and December 1 the Fresno County Library was visited. The last day was devoted to a trip to the school library branches of the Sacramento County Library.

Miss Lathrop plans to return to California in April to spend three weeks visiting the school libraries of the southern part of the state.

Mrs. Alice Grover Whitbeck

THE LIBRARIANS of California were shocked and grieved when they learned of the death of Mrs. Alice G. Whitbeck at Stanford Hospital in San Francisco on November 12. Her passing is a great loss to the library profession.

Mrs. Whitbeck was a graduate of the University of California and received her library training in the New York State Library School at Albany.

Initiative and efficiency were among her outstanding characteristics. These two traits were most evident in her library career. She was the first children's librarian of the Berkeley Public Library. She served for three years as librarian of the Richmond Public Library when it was first organized. She was librarian of the Contra Costa County Library from October, 1, 1913, when work first started, until the time of her death. During the eighteen years she was librarian of Contra Costa County, she developed a library system which was widely known for the efficiency of its public library service to rural people and to residents of small towns and for the excellent service given to the schools of the county. She gave freely of her time and energy to civic organizations throughout the county. She will be long remembered and greatly missed by the people to whom she gave such splendid service.

IMPERIAL COUNTY PROGRESS

CORNELIUS B. COLLINS, Imperial County Superintendent of Schools, is launching an intensive program to improve the reading and language in the schools of the county.

Reading demonstrations under the direction of the rural supervisors, Miss Winnie Mae Mackey and Mrs. Grace Ferrell, have been conducted in various sections of the county. Meetings were held at Brawley, Alamo, Mount Signal, Andrade, Holtville, and El Centro.

Demonstrations were given by teachers in one-teacher school situations, grades one to eight; and by teachers in two, three, and four-teacher schools.

The main points brought out were:

1. Reading is not a matter of teaching grades but of teaching children.

2. In order to meet the individual needs, individual diagnosis must be made and reading methods adapted to the child's needs.

3. Reading grade placement is more important than school grade placement.

4. Reading does not stand alone as a subject but is integrated with language. The reading language period in turn is integrated with social science; in fact, reading in some form carries on throughout the entire day.

5. Social science and other reading materials should be adapted to the child's reading grade placement.

Reading bulletins compiled by Miss Mackey and Mrs. Ferrell were distributed and discussed after the demonstrations.

Need was felt for new report cards for the rural pupils which would show the progress of the individual child and in some measure act as a continuous record card.

A committee of six rural school principals was appointed to work with the rural supervisors in formulating a new card. In the card finally evolved, the child is graded "satisfactory" and "unsatisfactory," according to his own grade progress. Standard tests in the tool subjects are given every quarter and results are shown on the cards.

Individual work in the tool subjects is being stressed. Each child is enabled to progress at the best rate based on his ability; the superior child receives an enriched curriculum; children needing it, receive remedial instruction.

CHILDREN'S BOOKS OF THE SEASON

Selected by WILHELMINA HARPER

For Younger Children

THE ADVENTURES OF PETER AND LOTTA, by Elsa Beskow. Harper, New York, N. Y. Price $2.50. An enticing picture book by a noted Swedish author-artist. Grades three and four.

KARL'S WOODEN HORSE, by Lois Donaldson. Laidlaw, Chicago, Ill. Price $1. Karl and his horse have a fine trip together. Pictures in color. Grades one and two.

ANGUS AND THE CAT, by Marjorie Flack. Doubleday, Garden City, N. Y. Price $1. The frolics of a pup and kitten. Gay illustrations. Grades one and two.

THE SHIRE COLT, by Zhenya and Jan Gay. Doubleday, Garden City, N. Y. Price $2. About the baby colt's happy farm life. Striking pictures. Grades two and three.

THE FAIRY CIRCUS, by Dorothy P. Lathrop. Macmillan, New York, N. Y. Price $3. Exquisite—both in illustration and story. Grades three to five.

THE CHRIST CHILD, by Maud and Miska Petersham. Doubleday, Garden City, N. Y. Price $2. Beautiful and impressive full-page pictures in color with text from Matthew and Luke. Grades two to four.

MAMIE, by Edna Potter. Oxford, N. Y. Price $1. Pleasing picture story of a little girl of long ago. Grades two and three.

HUMPY, by Peter Yershov. Harper, New York, N. Y. Price $2.50. Russian wonder

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tale of a little horse and his lucky master. Grades three to five.

For the Middle Age

What Makes the Wheels Go Round, by George E. Bock. Macmillan, New York, N. Y. Price $2.50. Wonderful picture book of machinery with clear explanation of its workings. Grades five to seven.

Truce of the Wolf, by Mary G. Davis. Harcourt, New York, N. Y. Price $2. Magic tales, and others, from old Italy, told with unusual ability. Grades five and six.

Ching-Li and the Dragons, by Alice W. Howard. Macmillan, New York, N. Y. Price $3. The marvelous adventures of a Chinese boy, with beautifnl illustrations by Lynd Ward. Grades four to six.

The Picture Book of Animals, by Isabel E. Lord, editor. Macmillan, New York, N. Y. Price $2.50. Very lovely photographs of animals, with brief text. A rare book. Grades four to eight.

The Arrow of Tee-May, by Grace Moon. Doubleday, Garden City, N. Y. Price $2. Charming story of Indian children of long ago. Grades five and six.

The Night Before Christmas, by Clement C. Moore. Lippincott, Philadelphia, Pa. Price $1.50. This famons poem in attractive new edition, with Arthur Rackham illustrations. Grades four to six.

Since Columbus, by Leslie Thomas. Morrow, New York, N. Y. Price $2. Illustrated story of the United States, simply told. Grades four and five.

Toys and Toy Makers, by James S. Tippett. Harper, New York, N. Y. Price $2.50. Vivid picture of the toy makers and their art, with attractive illustrations in color. Grades 4 and 5.

For Older Boys and Girls

The Story of Siegfried, by James Baldwin. Scribner, New York, N. Y. Price $2.50. The famous Siegfried legends in lovely new edition with Peter Hurd illustrations. Grades six to eight and high school.

His Own Star, by Russell G. Carter. Little, Brown, Boston, Mass. Price $2. A young man learns through experience that education counts for more than money. Grade eight and high school.

Dorothy Stanhope, Virginian, by Hawthorne Daniel. Coward-McCann, New York, N. Y. Price $2. Two Virginia girls of colonial days solve a strange mystery. Grades seven and eight and high school.

Calico Bush, by Rachel Field. Macmillan, New York, N. Y. Price $2.50. This talented Newbery Medal author presents a vivid picture of colonial days in Maine. Striking wood engravings by Allen Lewis. High school.

Dragon's Thunder, by Kenneth P. Kempton. Little, Brown, Boston, Mass. Price $2. In searching for lost treasure, a plucky lad encounters pirate warfare. Grade eight and high school.

Vanya of the Streets, by Ruth E. Kennell. Harper, New York, N. Y. Price $2. Appealing story of a little Russian boy of the streets. For the older age. High school.

Durandal, by Harold Lamb. Doubleday, Garden City, N. Y. Price $2.50. Skilfully woven tale of a hero of the crusades. Grades seven and eight and high school.

Igloo, by Jane B. Walden. Putnam, New York, N. Y. Price $2.50. The story of Commander Byrd's loyal dog companion, with account of their adventures at the South Pole. Grades six to eight and high school.

Professor Fletcher Harper Swift of the School of Education, University of California, at Berkeley, has accepted an invitation from the Idaho Education Association to deliver a series of addresses on public school finance at the association's annual meeting to be held in Boise, Idaho, November 26 to 28.

Robert Fisher, formerly of the Salt Lake City Trio, is now teaching at the Arrillaga Musical College. Mr. Fisher pursued his musical studies with prominent Eastern teachers. He was a pupil of Alvin Schroeder of Boston and Josef Adamowski of the New England Conservatory of Music, at which institution he was a scholarship student, later teaching the 'cello there. Theory subjects under Chadwick, Elson, and Mason.

Mr. Fisher has been a guest of honor of the Sequoia Club and other organizations in San Francisco. And has appeared in a number of faculty recitals with his violoncello. Those who are interested may reach him at the Arrillaga School of Music, or at his studio, 2209 Van Ness Avenue. Telephone GRaystone 2856.

Courage is, on all hands, considered as an essential of high character.—*Froude.*

Ignorance never settles questions.—*Disraeli.*

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GLADYS POTTER

MRS. GLADYS POTTER has recently been appointed as an assistant to Helen Heffernan, chief of the Division of Rural Education of the State of California. Mrs. Potter is well fitted for the work both by training and experience. Her university work was done both at Berkeley and at the University of California at Los Angeles. She has taught in rural schools, supervised rural districts, and served as Assistant Superintendent in San Bernadino County. The State Department is to be congratulated in securing an assistant so well fitted in personal experience.

PIONEERS OF WOMEN'S EDUCATION IN THE UNITED STATES, edited by Willystine Goodsell. The three women educators discussed are: Emma Willard, Catherine Beecher, and Mary Lyon. This book attempts to fill an existing need for an account of the part played in the historical development of American education by certain outstanding women. McGraw–Hill Book Company. Price $2.25.

REPORTS ON EUROPEAN EDUCATION, by John Griscom, Victor Cousin, and Calvin E. Stowe, edited by Edgar W. Knight. The first chapter deals with the influence on the United States of reported observations of European education. Following chapters are the reports of the above-mentioned men. McGraw–Hill Book Company. Price $2.25.

LEWIS H. BUTTON, principal of the Live Oak Union High School, Morgan Hill, Santa Clara County, is building an attractive new gymnasium to replace the one which burned last March. The new building will cost about $27,500, of which $16,000 was received from insurance; the balance will be paid by the maintenance tax.

The new building is an attractive stucco building of different architecture than the old buildings, and is the first unit of a plan upon which future construction will be based.

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   C. T. A. is a representative service corporation which encourages educational advancement.
4. **How much are the dues?**
   Dues are only $3.00 per calendar year, January to December.
5. **How are the funds used?**
   The funds are used for carrying on Association activities, shown on the above graph, and for annual conventions.
6. **What are the benefits?**
   a. Opportunity to participate in professional growth and in Association activities.
   b. Teacher placement service.
   c. The official journal, *Sierra Educational News.*
   d. Advice and assistance.
7. **What has C. T. A. accomplished?**
   Recent accomplishments are:
   a. Increased financial support through Amendment 16.
   b. Salaries during sick-leave.
   c. Twelve-month pay.
   d. Sabbatical leave.
   e. Rural supervision.
   f. District support for kindergarten education.
   g. More adequate support for elementary and secondary schools.
   h. Defeated fraternity bills and proposal to take power from Boards of Trustees to make their own budgets.
8. **What may be expected for the future?**
   Future activities of the Association should encourage progress in California education through continued coöperation with the State Department of Education.
9. **How many members has C. T. A.?**
   Membership August 1, 1931, was 37,680.
10. **Why should I join?**
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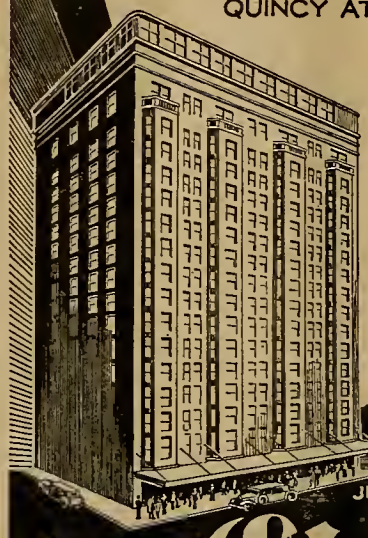

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